



Horizons English School

 Curriculum: UK

Overall Rating:

Very good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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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
Language of instruction	English
Inspection dates	14 to 16 November 2016

Teachers / Support staff	
Number of teachers	60
Largest nationality group of teachers	BRITISH
Number of teaching assistants	31
Teacher-student ratio	1:26
Number of guidance counsellors	2
Teacher turnover	19%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	800
Number of children in pre-kindergarten	n/a
Number of Emirati students	11
Number of students with SEND	43
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / Ministry of Education (MOE) Arabic and Islamic education
External tests and examinations	Key Stage 1 and 2 SATS
Accreditation	British Schools Overseas
National Agenda benchmark tests	GL, IBT, CAT4



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.

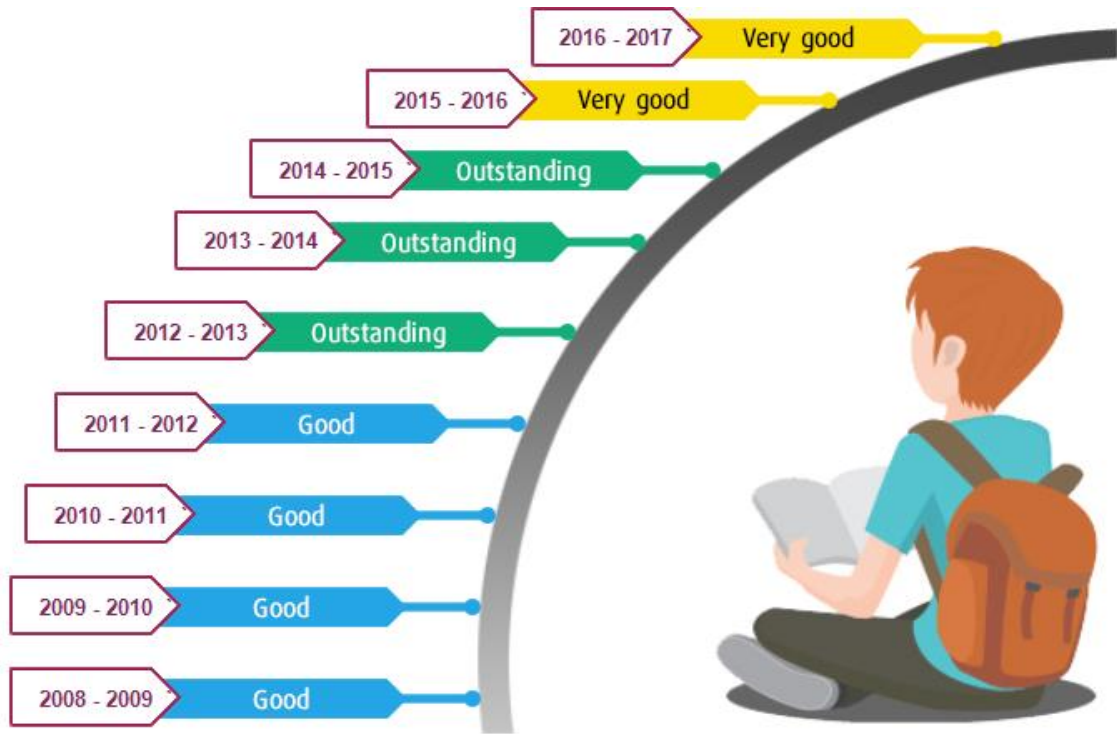
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Horizon English School



- Horizon English School, which opened in 1992, has provided at least a good quality of education to its students. From 2012-2015, the school was evaluated as outstanding. It has been very good for the last two years. In recent years, its roll numbers have risen and there are now 800 students, aged from 3 to 11 years.. The principal, has been in post since September 2015. Teacher turnover at the time of inspection was 19 percent, compared with 37 percent last year.
- Previous DSIB inspections have acknowledged strengths in students' personal and social development and their social responsibility and innovation skills. Partnerships with parents and the community are outstanding. The school has been highly successful in engaging its parents as partners in their children's learning and in providing provided rigorous child protection policies and procedures for the safeguarding of its students.
- Recent recommendations highlighted the need to improve students' attainment and progress in Islamic education and Arabic.

Summary of inspection findings 2016-2017



Horizon English School was inspected by DSIB from 14 to 16 November 2016 . 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.

- Students' attainment and progress in English, mathematics and science are at least good and almost always very good. Attainment and progress in Islamic education and Arabic as a first and second language, remain overall acceptable. Students have very positive attitudes to learning. Student ability to be innovative and entrepreneurial is developing well in each phase of the school.
- Across the school, students display outstanding personal development. They are self-reliant and demonstrate self-discipline in a range of situations. Their understanding of Islamic values, their social responsibility and their innovation skills are outstanding.
- Teaching is very good in both phases. Throughout the school, systems of assessment are also very good, including how well assessment information is used to plan for the next steps in learning. However, in a few lessons, there is still some variability in this.
- The school curriculum is broad and encompasses fully the revised National Curriculum in England. It provides students with a good range of subjects and extra activities. In the FS, the curriculum is outstanding and is modified to reflect the previous experiences of the children. Across the school, modification of the curriculum to meet the needs of students of different abilities is well embedded into lesson delivery.
- Systems for the protection, care and guidance of students are outstanding. The personal needs of students, including those with special educational needs and disabilities (SEND), are attended to very well within this inclusive school.
- Inspiring leaders, together with a highly effective governance, have set a clear direction for the school, resulting in a number of improvements. Leaders are highly committed to the UAE priorities and to ensuring that the school applies an innovative approach in all its work, for example, the structure of leadership to learning within the classroom.

What the school does best

- The school provides inspirational leadership and governance, and all staff demonstrate strong commitment to school improvement.
- Standards of achievement in English, mathematics and science are very good.
- Students' attitudes and behaviour are excellent, resulting in a happy and purposeful learning environment.
- The quality of learning skills and approaches to innovation are very good in each phase of the school.
- The school has excellent relationships with parents, ensuring that they support and are fully involved in their children's education.
- The school makes excellent arrangements for promoting healthy life styles and keeping all students safe.

Recommendations

- Further improve self-evaluation processes to ensure they are robust, rigorous, and evidence-based by:
 - Consistently monitoring teaching and use of assessment to enhance learning;
 - Using curriculum standards and international benchmarks to support staff in meeting the needs of all students.
- Improve attainment and progress in Islamic education and Arabic by:
 - Ensuring teachers consistently plan for and challenge students of all abilities;
 - Focusing on the further development of all communication skills: speaking, listening, reading and writing.

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 their targets:

- Students' attainment based on the National Agenda Parameter benchmarks meets expectations in English, mathematics and science. The school meets the registration requirements for the National Agenda Parameter (NAP).
- The NAP data is analysed in depth. It is compared to internal assessment data and all differences explored. The detailed National Agenda plan incorporates strategies to address identified areas for improvement. Adequate training for understanding and interpreting the parameter data has been given to the senior management team (SMT).
- The school has adjusted English, mathematics and science curricula to incorporate the content and skills required for PISA and TIMSS. This has prepared students well for the tests and has also challenged them to think, reason and be more creative. Planning to incorporate the relevant skills is very thorough and is directly influenced by the NAP data analysis.
- Teaching strategies have been adjusted to incorporate National Agenda imperatives. Critical thinking, as a result of excellent questioning by teachers, is developing well. In science, open-ended investigations and enquiry are integral to all lesson planning and delivery. Wherever possible the learning is related to real life, making the topics more interesting and relevant to students.
- Most students are familiar with their NAP individual reports. The reports have had a direct impact on their learning. Students use a wide range of resources to help with individual projects and learning. They have access to an excellent library and selected digital resources to support and enhance their learning and research skills.

Overall, the school's improvement towards achieving its National Agenda targets exceeds expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- School leaders are highly successful in fostering a climate of innovation across the school. Students are enthusiastic learners who have developed a strong understanding of how to use emerging technologies to generate innovative ideas that benefit themselves and others. Students' ability to research and articulate their findings both orally and in writing, is developing very well. In lessons, teachers increasingly provide opportunities for students to solve problems and use the skills they have developed to link learning across subjects. The school curriculum is designed to provide maximum opportunities for students to explore new ideas and develop the skills of leadership and enterprise.

Overall school performance

Very good

1 Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
English 	Attainment	Good	Very good
	Progress	Very good	Very good
Mathematics 	Attainment	Very good ↑	Very good
	Progress	Very good	Very good
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	Very good
Curriculum adaptation	Very good	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	Very good
Parents and the community	Outstanding
Governance	Outstanding ↑
Management, staffing, facilities and resources	Outstanding

Main inspection report



1. Students' achievement

 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Very good
Mathematics	Very good ↑	Very good
Science	Very good	Very good

- In English, children make very good progress from their starting points in speaking. In FS1 they quickly learn vocabulary, listen attentively to stories and can follow instructions. They join in enthusiastically with rhyming stories, for example, about a witch stirring 'words' in her cauldron. By the time they reach FS2 they can answer questions with confidence, recall events and use language to explain their learning. Children quickly learn letter sounds through songs and games, and begin to write simple words. Handwriting skills are less well developed in this phase.
- In mathematics, FS children achieve beyond the standards expected for their age. Number skills including counting and matching objects to numbers, are well developed in FS1 and when children enter FS2 they begin to use numbers in everyday situations. Children show an interest in numbers in their environment and in role play they add numbers to shopping bills or theatre tickets. Younger children name and sort colours and shapes, and in FS2 they use this knowledge and develop logical thinking by making increasingly complicated repeating patterns.
- Foundation Stage children make very good progress in learning about the world they live in. Teachers plan interesting activities so children gain an understanding of scientific words. Children have a wide vocabulary and demonstrate increasing knowledge of plants, animals and materials. For example, they know what happens when different colours of paint are mixed together, and they can talk about how the texture of ingredients change when making hummus. They develop effective observation skills and begin to make predictions about materials and their properties. They increasingly use technology to extend their learning.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good
English	Very good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good

- In Islamic education, most students have acceptable knowledge and understanding of Islamic values and principles. They know the Five Pillars of Islam and the main lessons learnt from the stories of the prophets, Yunus and Ismail. Their recitation skills are weaker. Student progress in understanding Islamic principles is in line with expectations, but their ability to link what they learn to their own lives is less well developed and prevents them from making better progress.
- In Arabic as a first language, most students' skills in listening and responding, and reading of familiar texts, are in line with curriculum expectations. However, reading comprehension and free writing skills are weaker. Most students make adequate progress in listening and responding, reading and speaking with confidence. However, the skills of independent and free writing are developing more slowly.
- In Arabic as an additional language, students' listening skills are secure. They are able to understand instructions, respond appropriately to greetings, and speak adequately in pre-learned conversations. They can read familiar words but comprehension and independent writing are not as secure. Given their starting points, students' progress in listening and responding is above expectations, especially with the decoding and encoding of simple words. Progress is slower in reading unfamiliar texts and writing skills are less well developed.
- In English, a large majority of students attain above curriculum standards. Students have well-developed listening and speaking skills. They make very good progress in developing reading fluency and comprehension. By the end of Key Stage 2, students read complex texts, summarise and support main ideas with detail. A few students in lower primary do not make adequate progress in early writing skills. In upper primary, the large majority of students produce sophisticated writing, such as newspaper articles, that shows an understanding of grammatical conventions, correct spelling and punctuation.
- In mathematics, the attainment of the large majority of students is above curriculum expectations and above international benchmarks. Most demonstrate developing confidence in understanding place value and using number relationships to solve problems. They demonstrate increasing mastery of interpreting word problems into related mathematical expressions, and correctly associating mathematical symbols and operations. All groups of students are making very good progress in all skills and competencies in mathematics.
- In science, attainment and progress against curriculum standards is very good across the phase, with stronger outcomes in upper primary. A strong investigative approach, using scientific methods, underpins this achievement. Benchmarking over time indicates that the large majority of students attain levels above international standards. Students enjoy science and make strong progress in the development of scientific knowledge and understanding. They communicate confidently using accurate terminology. Students with special needs make equivalent progress, although higher achieving students still require greater challenge to make optimum progress.

	Foundation Stage	Primary
Learning skills	Very good	Very good
<ul style="list-style-type: none"> Students are engaged and enthusiastic about learning. They know their starting points and respond well to feedback from peers. They know how to improve on their weaknesses. Students are self-directed and demonstrate independent learning skills. Most are able to focus on successful task completion with little teacher intervention. In a significant number of lessons, students make connections to earlier learning. Across the school, students' communication skills are very well developed. Students collaborate well in groups. They interact and work purposefully towards common goals, especially in upper primary. Learning is particularly effective in practical activities, such as scientific investigations and research. In Arabic, cooperative group work is a developing feature. Most students make meaningful connections between in-class learning and real life, developing their understanding of the world. For example, in Year 6, students work with a school in South America to develop a 'start-up' project to help the local community. They are able to transfer their knowledge from one subject to another. Students lead and participate in innovative projects and are able to use critical thinking and research skills to enhance learning. For example, students work in small project teams, researching old and existing building structures. They use computer technology and look at sustainable materials to design prototypes of buildings. Problem-solving, independent learning and critical thinking are at the heart of student learning in the school. 		

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
<ul style="list-style-type: none"> Students demonstrate very positive attitudes through their purposeful engagement in school life. They participate keenly in lessons and have a strong sense of personal and community responsibility. They display a high degree of commitment to regular extra-curricular activities, the demands of play rehearsals and sustained practice requirements for concerts and sports. Students are very proud of their school and their energy and commitment is a tangible feature of the school's culture. Standards of behaviour are excellent and students in both phases consistently follow class routines. Movement around the school is orderly and purposeful, and there is a consistent climate for effective learning. Students show a clear awareness of the need for sensible, controlled behaviour in specialist areas, for example, in the gymnasium, pool and science laboratories. 		

- In play areas in and around the school, students show mutual respect for one other. Relationships between students are very positive and enhance the multicultural nature of the school. Students communicate with ease and are very willing to collaborate, enhancing their development of twenty first century learning skills.
- Students show a strong commitment to making healthy lifestyle choices. Food choices, evident in lunch boxes, reflect an awareness of what constitutes a healthy diet. A significant number of students are involved in sporting activities before and after school, demonstrating students' recognition of the importance of exercise for their personal development.
- The significantly high attendance levels are strong evidence of how much students enjoy coming to school, conveying a strong message that they are unwilling to miss out on any aspect of their learning and development.

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

- Across the school, students have an excellent understanding of the values of Islam and their relevance to life in the UAE. Older students talk eloquently about values such as modesty, equality and tolerance. Younger students talk about values such as patience and empathising with the poor as they fast in the month of Ramadan.
- Most students show a very well-developed understanding of Emirati heritage and culture. They explain how Dubai has changed rapidly to become one of the most important cities of the world. They talk confidently about some of the Emirati traditional sports, national events and celebrations.
- Across each phase, students show great appreciation of the cultural diversity in Dubai. They are proud of their own cultures and are aware of cultural differences. They show respect and tolerance, and are able to talk enthusiastically about the main features of different cultures. In relation to their age, students in the school have an exceptional knowledge and understanding of worldwide cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are responsible and contributing members of their school and the wider community. They feel positive about their voice and opinions being valued. They volunteer for national and local causes, and are proactive.
- Students are resourceful and have excellent work habits. They appreciate what they have to do to be successful at school and they show a resounding determination to do well. Students' opinions are appreciated and valued by the school community. Students are resourceful, and they initiate and make contributions with well-planned projects and enterprising activities that benefit the school.

- Students have an excellent understanding of environmental issues and sustainability. They constantly look for ways to improve the school environment and make connections to the wider context of Dubai and the United Arab Emirates.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good

- In both phases, all teachers have a good knowledge of their subjects. They support and develop students' learning skills very effectively. In the Foundation Stage, teachers understand how children learn, and they provide varied and imaginative experiences that motivate children. Teachers' knowledge of mathematics and science education in upper primary is particularly strong.
- Students benefit from an attractive, stimulating learning environment. Teachers create detailed lesson plans that make use of assessment data and provide interesting, purposeful and appropriately differentiated activities that engage students well. Teachers make good use of resources to support learning. In the better lessons, time is used effectively. Arabic and Islamic education lessons are too teacher-centred, preventing the active learning seen in other subjects.
- Student-teacher interactions are generally positive and promote learning. Questioning is variable but when used well during group work, students make better progress. Effective questioning encourages thinking when students estimate and convert units in mathematics, and when students explain their understanding in science. In Arabic and Islamic lessons, questions mainly focus on recall.
- Lesson plans often include differentiated activities based on students' abilities. Teachers provide additional support, when required, for those who learn more slowly. In the better lessons, teachers consistently provide specific levels of challenge for almost all students.
- Teachers are generally effective in promoting problem-solving skills and independent learning. In science, problem solving is integral to many lessons. In upper primary, teachers often use questioning effectively to develop students' higher order thinking skills. Teachers successfully promote critical thinking and approaches to innovation.

	Foundation Stage	Primary
Assessment	Very good	Very good

- Internal assessment processes are consistent in primary. There have been significant improvements in the development and use of assessment processes in Islamic education and Arabic. Assessment processes link well to the school's curriculum standards and provide valid, reliable and comprehensive measurement of students' academic development. In the Foundation Stage, assessment processes are not always consistent, independent or reliable, producing some overestimated assessment data.

- The school effectively benchmarks internal assessments against external and international expectations. Assessment results for individual subjects are analysed in detail to identify performance levels in skills and knowledge. These performance levels are compared internally within and between subjects, and externally with international expectations.
- Assessment information is analysed closely to identify strengths, weaknesses and trends. Information about students' progress as individuals and groups, is accurate and monitored well using the target-tracker. The introduction of the target-tracker has also identified gaps in students' understanding, allowing greater focus on weaker curriculum areas.
- The school has established clear processes for the use of assessment data. School leaders and teachers are being trained to use the data analysis to plan lessons, organise interventions and to modify the curriculum to meet the learning needs of all students. However, this is at a developmental stage, as evidenced by the lack of academic challenge observed in a number of lessons.
- Teachers have detailed information on the strengths and weaknesses of their students. Most teachers use formative assessment well and, in the better lessons, they provide appropriate challenge and support. Positive feedback and written comments are used to develop students' confidence and enjoyment in learning. Peer and self-assessment are regularly incorporated to help students evaluate their work and identify the next steps in learning.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good

- The curriculum is aligned well to the school and UAE visions. The revised National Curriculum in England is fully implemented. The curriculum promotes interest and enjoyment for students in both phases. Personalisation and opportunities for personal development are strong features of the curriculum. Statutory requirements for Islamic education and Arabic are fully met.
- The curriculum is structured well to ensure that students develop their knowledge, skills and understanding progressively. In Foundation Stage, there is a suitably strong emphasis on the systematic development of communication and language skills. However, in the primary phase, some planning lacks emphasis on the development of scientific and early writing skills.
- The Foundation Stage curriculum offers carefully planned choices for independent learning experiences that stimulate interest and develop a broad range of skills. In primary, the curriculum offers a range of choices in and out of the classroom to promote and respond to individual needs and interests, for example research, art and design and role play. Students in both phases benefit from specialist teaching in music, art and physical education.

- Cross-curricular themes are integral to the curriculum. They are planned so that students' skills across a range of subjects are developed progressively in meaningful and interesting contexts. Age-appropriate topics studied in Foundation Stage connect children's learning very well. The school has increased opportunities for independent learning, research and critical thinking in most subjects.
- The curriculum is regularly reviewed and updated to meet the needs of all students as part of the self-evaluation process. Recent reviews have had a positive impact on students' academic achievement and personal development. There are improvements in children's knowledge of phonics in Foundation Stage and in students' spelling, punctuation and grammar in the primary phase.
- UAE social studies is integrated into the curriculum through topic work in both phases. Knowledge and understanding is further enhanced through personal, social and health education and assemblies. Teachers plan purposeful tasks and activities that stimulate students' interest and develop key skills very well. The school has introduced assessment systems that enable teachers to monitor progress more rigorously. Teachers facilitate lively discussions about the National Agenda. Students are keen to learn about the society in which they live, its history, culture and traditions and appreciate the contribution of the diverse groups of people represented in the country.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Very good

- The school is effective in modifying the curriculum to meet the needs of almost all students. For example, the school provides high quality intervention programmes for the children in FS who are learning English as an additional language. However, not all lesson plans are sufficiently adapted to help groups of students reach their next steps in learning.
- The school offers a very good range of extra-curricular activities to develop students' interests, abilities and talents. Innovation and enterprise are being introduced across the curriculum and through projects such as 'designing superstructures' but they are not fully embedded in all subjects.
- The school celebrates events such as Flag Day and the music department promotes Emirati culture. Visits to mosques, the Burj Khalifa and residential trips broaden students' understanding of the UAE, but local heritage and traditions are not explored in sufficient depth.

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 child protection policy clearly delineates responsibilities and procedures, and communication about child protection issues is very effective. An appropriate register of all adults involved in the school is kept, and training for staff is comprehensive. Students and parents are systematically informed about safeguarding through curriculum inputs and circulars. Issues relating to cyber-bullying are comprehensively dealt with in the IT curriculum and through workshops for parents. Arrangements and systems for security are robust. Risk assessments are completed for all trips outside of the school to ensure the safety of students. The school provides an exceptionally clean and hygienic environment for students to work in. Evacuation procedures are thorough and clearly understood. A well-resourced clinic is efficiently staffed by experienced practitioners to ensure the well-being of students. Buildings and equipment are maintained in excellent condition. The school ensures that contractual arrangements are monitored systematically, for example, swimming pool water quality, and fire-safety equipment. Regular checks around the building ensure that minor repairs or replacements are swiftly dealt with. The school rigorously records details of visitors, evacuation procedures and safety concerns. The premises and facilities provide an excellent environment to promote learning. Classrooms and corridors are spacious and enable swift, safe transition between classes. Display areas are used well to provide interesting information and to act as a stimulus for students' imagination. Specialist areas are of the highest quality. The premises have been sensitively provided with facilities that support the students with special educational needs. The school shows a strong commitment to, and systematically promotes, awareness of healthy lifestyles for students. In lessons such as science and physical education, there is informed advice about diet and food choices. An extensive after-school programme provides many opportunities for the promotion of exercise and well-being of students. 		

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> Staff are very aware of the social, personal and emotional needs of the students. Relationships between staff and students are very strong. Students are involved in creating positive codes of behaviour and there are high expectations for students to manage their own behaviour in and around the school. The school is very successful in promoting the importance of regular attendance and punctuality. Any unexplained absences are swiftly followed up. The school works closely with parents who are persistently late in bringing their children to school. The school has developed very effective systems to identify children and students with SEND. Staff are skilled at diagnosing children's needs at an early age or soon after students join the school. The school has clear procedures to identify students who are gifted and talented. Specialist staff work very effectively with parents, students and teachers to plan support that is personalised to meet students' academic, social and emotional needs. The inclusion team provides high quality and focused support for students with SEND. Gifted and talented students are progressively given good opportunities to take part in challenging inter-school activities. Staff show high levels of care and concern, and the school closely monitors students' well-being and personal development. Staff work effectively with parents and external agencies to provide a range of support programmes and to help students develop confidence and resilience. 		

Inclusion

Provision and outcomes for students with SEND

Very good

- The school has developed a very strong inclusive ethos, underpinned by a positive admissions policy. The head of inclusion is well qualified, experienced and has a clear vision of improvement. The school has identified the need for teaching assistants and teachers to receive further training.
- Robust systems are in place to ensure early identification of students' academic, social and emotional needs. This leads to timely interventions. Parents, students, specialist staff and external agencies are involved in devising and reviewing individual education plans and student profiles. Teachers use these effectively to gain a good understanding of students' needs and to develop the strategies required to help students meet their targets.
- The school offers parents frequent opportunities to discuss their children's progress. Parents take an active part in the design and review of their children's individual educational plans and the setting of targets. The school seeks parents' views. Parents of children with SEND are represented on the Governing Board. Parents value the recent formation of the SEND support group.
- Individualised modifications of the curriculum are very successful. For example, the PE department provides beneficial personalised sessions for students with reduced mobility, working on physiotherapy targets. Focused and intensive intervention programmes successfully narrow the gaps in areas of learning such as phonics and spelling. However, a minority of teachers and teaching assistants are not skilled at adapting lesson plans to help students work on their targets.

- Overall, progress in academic and personal development is very good. The school makes good use of a variety of assessments tools to measure the progress of individuals and groups of students. School data indicates that almost all SEND students make better than expected progress, although progress observed in lessons and in students' work is more variable. Students' involvement in reviewing their progress helps them take ownership of their learning.

6. Leadership and management

The effectiveness of leadership

Outstanding

- Leaders are highly effective in setting a clear, strategic direction for the school. The school's vision, mission and core values incorporate a well-developed understanding of the National Agenda and the development of future global citizens. The restructuring of the senior leadership team, and the addition of new middle leaders, has led to improvements in the quality of learning skills, assessment and provision in Islamic education and Arabic.
- Leaders have a shared understanding of the curriculum aligned to international benchmark tests. They are united in their desire for the school to be inclusive, for all children to be innovative and well prepared for their future lives in the twenty first century. Through training, coaching and mentoring, leaders are developing a consistent understanding of what constitutes good quality teaching and learning.
- Relationships amongst staff members is very good. Systems of communication ensure that all stakeholders have a voice in deciding actions for improvement. The principal assigns roles and responsibilities strategically. Senior and middle leaders are highly committed and demonstrate a strong sense of collective responsibility. The high level of leadership displayed by all students in the primary phase is a significant strength of the school.
- Leaders at all levels have a clear understanding of their roles in improving important aspects of the school's work, and all demonstrate capacity to improve their areas. They are reflective and focus on identifying solutions to overcome problems they might face. Their actions have already resulted in improved attainment in mathematics in FS, and enhanced provision within Arabic.
- Leaders' commitment to innovation has successfully maintained and further built upon the strong attainment and progress of students in a number of subjects and the development of students' technology skills. Leaders have ensured that the school is fully compliant with statutory requirements.

School self-evaluation and improvement planning

Very good

- The school makes effective use of internal and external assessments to identify areas that need to improve and which form the basis of the school's improvement planning. Leaders know most of the school's strengths and weaknesses and have made an effective start in prioritising, planning and taking action. Analysis of international benchmark tests are used to modify the curriculum.
- Monitoring of teaching by leaders at all levels is largely accurate and is leading to well-focused areas for development, including personal and whole school training needs. At the time of the inspection, actions taken as the result of analysis had not had an impact on the improvement of student achievement in Islamic education and Arabic.
- The school's improvement and strategic action plans are detailed documents with clear actions that reflect the findings of the school's self-evaluation and previous inspection report. Success criteria are linked well to targets for improvement. The leadership team recognises the need for greater accuracy with self-evaluation to ensure that improvement planning is effective in moving the school towards outstanding teaching, learning and assessment.
- A strategic approach from governance and leadership to tackle issues around the main recommendations from the last report has led to improvements in provision.

Partnerships with parents and the community

Outstanding

- The school is highly successful in developing partnerships with parents. The views of parents are sought on proposed changes and their suggestions are taken into account when school improvement decisions are made. In particular, parents value the experience of library time after school to help their children develop literacy skills. They appreciate being able to stay informed about their children's progress through programmes such as Edmodo.
- Parents know about their children's learning through a well-developed network of communication channels. Communication with parents is regular and effective. Parents appreciate receiving details relating to events, test dates, homework schedules and topics that will be studied in class. Teachers and senior leaders are easily accessible to parents. Communication with the parents of children who have SEND is particularly effective and parents feel well supported.
- Parents are kept well informed about the progress of their children. Progress reports are comprehensive and sent home regularly. They explain and celebrate students' strengths and also identify areas that they need to improve. Parents are welcome at the school and are seen as an important part of the daily interaction with staff and students.
- The school has developed strong links with the business community that supports the school in a number of projects. With its innovative approach to learning, the school has invited the community to work with students to enhance learning opportunities. The school recognises that it needs to continue to expand international partnerships that enrich all students' experiences.

Governance

Outstanding ↑

- Membership of the governing body is extensive, and includes experienced educational representatives from a wide group of stakeholders. Through staff and parent representatives and access to the analysis of test results, the governing body has a very good understanding of the school's strengths and areas for improvement.
- The governing body holds leaders accountable for the performance of the school. Strategies at all levels are reassessed and modified when necessary. Governance monitors the success of the school in bringing about further improvements through the use of comparisons with its sister school in Dubai, and with international test results. Regular meetings reinforce the governing body's role in supporting school improvement.
- The governing body is proactive in ensuring that all statutory requirements are met. The extensive expertise on the board is used to very good effect in helping the school to overcome barriers to improvement, such as staff turnover and recruitment challenges. Governance has also been instrumental in supporting the continued development of this happy, innovative, thinking school. The governing body's impact on school performance is exceptionally positive.

Management, staffing, facilities and resources




Outstanding

- Highly effective day-to-day management ensures the efficient and professional running of the school, with routines and school requirements well distributed among the leadership team.
- Members of the teaching staff are all well qualified and almost all staff match the demands of the curriculum. Teachers benefit from regular continuing whole-school and targeted, personalised professional development.
- The premises and facilities are of an excellent quality, providing a stimulating learning environment to meet the needs of all students. Outdoor areas are covered and indoor areas are clean, well-resourced and maintained. Access is excellent for all users, including students with special educational needs and disabilities.
- The range of facilities and resources fully support learning. Science and IT labs, the library, as well as an innovation lab, are available to promote critical thinking, independent learning and innovation. School leaders and governors work effectively together to ensure the successful implementation and development of resources across all areas of the school.

The views of parents, teachers and senior students

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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-17	180
	2015-16	81
 Teachers	47	
 Students	0	

*The number of responses from parents is based on the number of families.

- The number of parents responding to this year's survey was greater than last year; 180 parents responded to this year's survey compared with 81 the previous year. Most teachers completed their survey. Students are not eligible to complete a survey because of their ages.
- All parents are satisfied with the quality of the school's educational provision. They agree that their children are learning well, in an extremely safe environment and that the children enjoy their schooling.
- All parents believe that the school supports their children with their learning and positively promotes literacy and the love of reading. However, a minority of parents are less positive about the development of those skills and qualities in Arabic.
- Almost all parents agree that their children are safe on the school buses, that behaviour of children in the school is extremely good and that the school promotes a caring ethos, while developing children's independence in learning. A large majority of parents agree that the school welcomes and cares for students with SEND.
- Almost all of the teachers surveyed are extremely positive about the overall quality of the school's provision and its operational efficiency.

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