

# INSPECTION REPORT

2022-2023



**HORIZON INTERNATIONAL SCHOOL L.L.C**

**UK CURRICULUM**

**GOOD**

## CONTENTS

---

<b>CONTENTS</b> .....	<b>2</b>
<b>SCHOOL INFORMATION</b> .....	<b>3</b>
<b>Summary of Inspection Findings 2022-2023</b> .....	<b>4</b>
<b>Overall School Performance</b> .....	<b>6</b>
<b>Focus Areas</b> .....	<b>8</b>
<b>Main Inspection Report</b> .....	<b>10</b>

## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Umm Al Sheif
	Opening year of School	2008
	Website	www.horizonintlschool.com
	Telephone	971505541351
	Principal	Mr. Darren Gale
	Principal - Date appointed	8/26/2018
	Language of Instruction	English
	Inspection Dates	30 to 03 November 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1344
	Number of Emirati students	21
	Number of students of determination	93
	Largest nationality group of students	UK

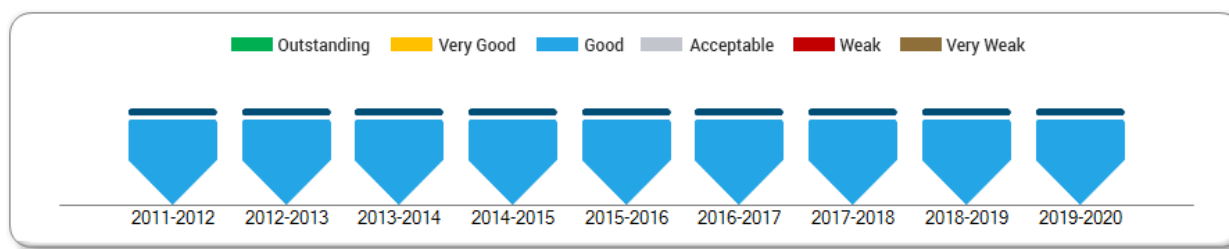
### TEACHERS

	Number of teachers	100
	Largest nationality group of teachers	British
	Number of teaching assistants	45
	Teacher-student ratio	1:17
	Number of guidance counsellors	1
	Teacher turnover	23%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS and A levels
	Accreditation	None

### School Journey for HORIZON INTERNATIONAL SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Children's progress in the Foundation Stage (FS) and student achievement in English and Mathematics across the school are strong. In Arabic, Islamic Education and science, the progress of students is delayed by inconsistencies in the quality of provision for learning. Students' learning skills are also very strong in most phases of the school; at Post-16 they remain good.
- Students are self-disciplined and respond very well to each other. They thrive on receiving critical feedback. Students are well aware of Islamic values and understand their importance and relevance on society in the UAE. They are proactive and responsible members of the school and wider community. Many students initiate and lead activities, that are having a positive impact for instance, the work of the 'Eco Committee'.

### PROVISION FOR LEARNERS

- Standards of teaching are yet to be consistent in all phases of the school and across all subjects. Strong teaching is evident in FS, Primary and in English, mathematics, and science. In the stronger lessons, teachers optimise the use of time and resources, including technology, to maximise learning. Assessment data are well-analysed and linked to established measures of students' potential in most but not all subjects.
- The curriculum is aligned to requirements of the English national curriculum. There is smooth sequenced transition from FS to Primary, and Secondary curriculum. Curricular choices exist within each subject. Although there are opportunities for cross-curricular links, they are yet firmly embedded. Links with the Emirati culture are being further developed by the MSC programme. Teachers are becoming more skilled in modifying the curriculum to support the needs of various groups of students.
- The school implements its comprehensive child protection and safeguarding policy very effectively. Training is provided to all staff members. Students feel safe, and their wellbeing and happiness is a priority. The school promotes safe and healthy living through health awareness initiatives. Teachers are highly effective in supporting the inclusion of students of determination. However, students who are gifted or talented require more challenge within the classroom

### LEADERSHIP AND MANAGEMENT

- The school is managed very efficiently by the principal and his team on a daily basis. The subject and the phase improvement plans are detailed and set clear targets but are sometimes based on optimistic self-evaluation. Parents' views are considered, and the school makes strong efforts to engage with external partners. Governors seek and considers stakeholders' views, but they now need to ensure the school's self-evaluation processes are more realistic.

**The best features of the school:**

- The very good quality provision in the FS, and English and mathematics across the school, enhanced by high quality resources and facilities
- The personal and social development of students across all phases
- The health, care and support for all members of the school community
- The commitment and support of parents and their belief in the school's ethos, mission and vision.

**Key Recommendations:**

- Ensure that the quality of teaching for effective learning in Arabic, and Islamic Education is at least good so that students' achievements are stronger.
- Maximise students' learning by developing greater consistency in the provision of high-quality teaching, use of assessment, and the sharing of best practices, some of which already exist in the school.
- Develop more rigorous self-evaluation processes including improvement planning to inform effective actions which will bring about measurable improvements in the school.

## Overall School Performance

### Good

#### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable <span style="color: green;">↑</span>
	Progress	Not applicable	Acceptable	Acceptable	Acceptable <span style="color: green;">↑</span>
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Acceptable <span style="color: green;">↑</span>
	Progress	Not applicable	Acceptable	Acceptable	Acceptable <span style="color: green;">↑</span>
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable <span style="color: green;">↑</span>	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Outstanding <span style="color: green;">↑</span>	Very good	Very good	Very good
	Progress	Outstanding <span style="color: green;">↑</span>	Very good	Very good	Very good
 Mathematics	Attainment	Outstanding <span style="color: green;">↑</span>	Very good	Very good	Very good
	Progress	Outstanding <span style="color: green;">↑</span>	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Good <span style="color: green;">↑</span>	Acceptable
	Progress	Very good	Very good	Good <span style="color: green;">↑</span>	Good <span style="color: green;">↑</span>
<b>Learning skills</b>		Very good <span style="color: red;">↓</span>	Very good	Very good <span style="color: green;">↑</span>	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good ↑	Very good ↑

## 3. Teaching and assessment

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

## 4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Very good ↑	Good
Curriculum adaptation	Outstanding	Very good ↑	Very good ↑	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations</b>	<b>meets expectations</b>

- Progression in TIMSS and PISA assessments continues to improve in English, mathematics and science. In TIMSS 2019, students achieved a High International Benchmark result with the best attainment among secondary students in mathematics and science compared to 2015. In the GL benchmark assessments in English and mathematics progression is better than science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>

- Leaders at all levels of the school analyse outcomes in GL assessments. This is less developed for TIMSS and PISA. In each key subject there is a systematic review process to identify learning gaps. These are used to focus on key content and learning gaps through intervention. Emirati students are well-supported by leaders at all levels on their ongoing journey for improvement.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>meets expectations</b>

- There is ongoing improvement in reading and literacy skills through a range of interventions including focused intervention groups, accelerated reading groups, and resources to encourage reading across the school. In all key subjects, students have developed opportunities for reasoning, inquiry and critical thinking. Links to the real world could be more focused, however.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For Development:

- Ensure that the full analysis of TIMSS and PISA assessments becomes an integral part of the ongoing GL analyses of data.



## Wellbeing

### **The quality of wellbeing provision and outcomes is at a very high level:**

- A strong wellbeing vision which runs through all aspects of school life. All stakeholders have an input into this vision through a range of measures. School leaders know the next steps to enhance well-being within the school. A wide range of data and information monitors wellbeing and informs its improvement. A development plan, identifying the possible risks and actions to overcome these is in place. The governing board, including a designated member for wellbeing, hold leaders accountable. The environment of the school and its routines and activities strongly promote wellbeing development.
- The wellbeing agenda supports all members of the school community but focuses on developing a strong sense of belonging for its student population. Staff and students relationships are exceptionally strong. The school prides itself on knowing every child and using this knowledge to build positive relationships which in turn support the identification of wellbeing concerns. Staff wellbeing is taken very seriously. All stakeholders regularly complete surveys which inform the well-being provision of the school.
- Awareness sessions, assemblies and themed weeks are some of the additional activities that support the strong wellbeing-based education seen across the school. Explicit teaching for social and emotional skills is provided. The school continues to broaden its approach and recognises that students need to be exposed to a diverse range of strategies. Further mapping to ensure a broad and balanced wellbeing experience is an important next step. Student's value healthy lifestyles and are well supported by the medical team. The feel valued and safe at school and value their wellbeing experiences.

## UAE social studies and Moral Education

- The school follows the standards for moral education and UAE social studies. It provides enrichment resources to support the sequence and the scope of each provision. Moral education is taught in English twice weekly for 55 minutes from Year 1 to Year 6 and once a week from Year 7 to Year 11. UAE social studies is taught weekly to students from Years 7 to 9.
- The school relies broadly on the curriculum standard expectations in the national textbook. Teaching establishes links with other areas of learning but does not always challenge students' abilities. Students' interactions are evident, with few instances of collaborative work within the boundaries of individual lessons.
- Teaching is generally engaging and creates opportunities for students to understand ME concepts and link them to other areas of learning.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in Primary are able to discuss Islamic etiquettes in relation to everyday life for instance, cleanliness, and the etiquette of entering the mosque. However, they do not always understand the reasons for these rules and their repercussions on the society.
- In Secondary and Post-16 students demonstrate better understanding of Islamic values and principles of worship than of Islamic Law. Their understanding of the Holy Qur'an, Hadith and Seerah, is adequate. However, students are less secure in making references to them in support of their learning.
- The school has improved students' Qur'anic recitation skills this year, although the impact of this is still not evident. Weaknesses in students' Arabic language skills, are impeding Arab students having a greater understanding of Islamic concepts.

#### For Development:

- Ensure that student understanding of the Holy Qur'an, Hadith and Seerah, encourages them to make more confident references when learning new concepts.
- Improve students' Qur'anic memorisation and recitation skills by providing more opportunities for them to practice using their Arabic language skills.

#### Arabic as a First Language

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

- Students' reading skills in Primary and Secondary lack fluency and reading comprehension skills vary. In all phases, students are able to analyse the basic elements of a story and identify the main idea. Most students express themselves in colloquial, and not standard, Arabic.
- Students are beginning to develop more vocabulary and are trying to use it in extended writing. Reading and comprehension skills particularly, of literary texts are variable. Writing skills in all phases except Post-16 are insecure, with repeated spelling and grammatical errors. Overall, students achieve lower intended outcomes in listening and reading than speaking.
- The department is attempting to improving student writing skills and is having some success at Post-16, More students are beginning to express themselves extensively despite errors and communicate their ideas more clearly, with sequence. A minority are beginning to analyse a text and justify their opinions with evidence.

#### For Development:

- Enhance students' reading fluency and their reading comprehension across all phases.
- Provide opportunities for students to develop listening skills and use standard Arabic when responding to instructions.

## Arabic as an Additional Language

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

- Students are confident to express themselves in speaking and writing by creating sentences using familiar vocabulary and sentence structures. They can introduce themselves, and discuss foods, animals and clothes, in Primary and make comparisons between topics in Secondary.
- However, most students have difficulty in understanding and responding to instructions in Arabic. Students can copy and write letters and words, but do not always form or join letters correctly.
- Progress is achieved in lessons and teachers are beginning to cater for the different abilities of students. More able students use larger word bank and conjunctions to create more complex sentences and paragraphs. Lower achieving students are only able to create simpler sentences. Students' understanding and application of basic grammar for further improvement is securely developed.

### For Development:

- Improve students' listening skills so that they are able to comprehend instructions in Arabic.
- Improve students' written work by developing their understanding and application of the basic rules of grammar.

## English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding ↑	Very good	Very good	Very good
Progress	Outstanding ↑	Very good	Very good	Very good

- Students in all phases attain at consistently high levels against relevant international benchmark and internal assessments. In FS, children make particularly rapid progress in acquiring vocabulary, early pre-reading skills and attaining the early learning goals.
- Most students read age-appropriate texts with a good level of understanding. They can explain and justify their views. Students listen attentively to their teachers, to each other, and enjoy contributing to discussion. Most write well for different audiences and purposes, but a large minority make frequent errors of grammar, punctuation and spelling.
- Since the previous inspection, the school's promotion, development and tracking of students' reading skills has improved, leading to higher attainment in all phases. Subject leaders and teachers use assessment information effectively to modify their teaching but do not always challenge the more able students sufficiently.

### For Development:

- Enhance further the writing skills of students by ensuring that they take greater responsibility for editing and checking the accuracy of their work.
- Improve the challenge for the more able students and ensure that lesson plenaries consistently review key learning outcomes.

## Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding ↑	Very good	Very good	Very good
Progress	Outstanding ↑	Very good	Very good	Very good

- Attainment and progress in all phases are above the expected internal and external curriculum standards. Achievement is particularly strong in FS. Progress for most groups of students is above expectations, when compared to their starting points.
- Most students have well-developed knowledge and understanding of key mathematical concepts and are able to apply these in a variety of situations. Across the phases, students are confident in the use of number and have well developed mental mathematics skills appropriate to their ages.
- Most students have well-developed reasoning and application skills. Their ability to apply these in real life and unfamiliar situations is developing. It is stronger when the focus is broader than the textbook or examination-focus questions. Overall, the attainment and progress of Emirati students is below that of their peers. Achievement is better when there is targeted intervention support and challenge for this group of students.

### For Development:

- Ensure that students have clearly defined opportunities to relate their well-developed knowledge of key mathematical concepts to their lives for better and sustained understanding.

## Science

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

- Students in the Primary and Secondary phases make strong gains across all aspects of science. By the end of phases, their knowledge is comprehensive, and they can apply it to new situations, so they know more, remember more, and can do more.
- Students' scientific skills are strong. By the end of Primary, many students can plan their own scientific investigations. They know fair testing methods, recognise and explain dependent and independent variables, and can identify sources of error when collecting scientific data.
- Science literacy is very well developed as a result of consistent application across Primary and Secondary. Opportunities provided for students to carry out personal projects based on their own scientific interests significantly enhances their writing and presentation skills.

### For Development:

- In order to improve achievement even further, ensure that in lessons:
- teaching is more consistent when questioning students to promote their critical thinking skills;
- all groups of students are supported to achieve as well as they can, particularly with greater challenge for the more able.

## Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↓	Very good	Very good ↑	Good

- Students learning skills are more evident and effectively developed in FS, Primary and Secondary than at Post-16 where the focus is on preparing students for external assessments. Students are keen to participate in lessons, and other learning activities. Increasingly students take more responsibility for their own learning.
- Most students interact very well with their teachers and peers. They regularly engage in collaborative, learning activities to discuss and share their thinking. Students enjoy connecting their learning to real life situations, personal experiences and often to other subjects.
- Critical thinking and problem-solving are key features of most lessons and students reading skills are progressively developing. Students' innovation, enterprise, and research skills are also being developed in lessons and other curriculum activities. The use of technology to support learning and conduct research is being increasingly used by students.

### For Development:

- Ensure that students in Post-16 take greater ownership and responsibility for their own learning.

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

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

- Students are consistently self-disciplined and respond very well to others. They thrive on the giving and receiving of critical feedback. Their exemplary behaviour is influential across the school and students are sensitive, caring and considerate, showing high levels of empathy towards others.
- Students are extremely respectful towards their peers and the staff. This is evident in the harmonious atmosphere and the very positive relations that pervade the school.
- Students are committed to follow a safe and healthy lifestyle as they always make healthy food choices and exercise regularly. Attendance is very good and improving in FS. All students are punctual in arriving to school and to their lessons.

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

- Across the school students are very well aware of Islamic values and understand their impact and relevance to modern society in the UAE. Children in FS demonstrate a keen appreciation and understanding of Islamic values and morals and which are reflected through their respectful manners and behaviour.
- Students' knowledge of UAE heritage and culture is enhanced by a range of activities which include assemblies and national events, for instance, Flag Day where Emirati students lead the ceremonies. Links to the UAE culture are yet to be firmly embedded in lessons.
- Students are proud of their own culture and identity and in the lower phases are keen to demonstrate that interest. They are very knowledgeable of other world cultures and many give details of what they have seen in their visits to Expo 2020 in terms of food, music, art, and tourist attractions.

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

- Evidence of social responsibility and innovation skills is seen largely in Secondary and Post-16. Students in Primary and FS also show a great sense of kindness and willingness to participate in initiatives to help others.
- Students are proactive and responsible members of the school and wider community and, as volunteers, they initiate and lead activities that are having positive effects on the school, such as, driving the reduction in waste and plastics to help environmental sustainability.
- Students from all phases have an excellent work ethic. They are highly resourceful and readily take on initiatives. They take many leadership responsibilities and have driven many changes within the school including wider curriculum choices. They are innovative and designed a QR code to gather students' suggestions across the year groups.

### For Development:

- Improve attendance in FS.
- Raise more awareness of Islamic values and UAE culture by encouraging students to initiate their own projects and activities.
- Encourage younger children's involvement in clubs and teams to grow their leadership roles.

### 3. Teaching and assessment

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

- Standards of teaching are yet to be consistent across the school. Strong teaching is evident in FS, Primary, English, mathematics, and science. It is less effective in Arabic and Islamic Education. Most teachers have secure subject knowledge, and routinely plan engaging and purposeful lessons.
- In the better lessons, teachers optimise the use of time and resources, including technology, to ensure that learning is tailored to the needs and abilities of students. Skilful questioning which probes students' understanding, develops deeper thinking and engages them in discussions and debate are features of these lessons.
- Significant changes introduced since the previous inspection are impacting positively on the improvement in standards of teaching across most subjects, with particular emphasis on planning, time management, use of data, critical thinking, and problem-solving. Professional development, and the sharing of best practices, are helping to raise standards.

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

- The school has well-developed internal assessment processes that provide mostly valid, comparable and reliable data linked to external benchmark assessments where appropriate. Data are purposefully analysed and linked to measures of students' potential. These are not as well-developed in Arabic and Islamic Education.
- Data are used well for identifying students' progress over time and have a positive impact on curriculum adaptation, as well as strategies for teaching, and leading to improvements in student achievement in some subjects and phases.
- Most teachers know their students well and plan very well for opportunities to improve over time. This is best when groups are well-structured for support and challenge. Students have a developing awareness of their own strengths and areas for development. Scope exists for this to be consistently embedded in all phases and subjects.

#### For Development:

- Improve the consistency of more high-quality teaching, particularly in Arabic, and Islamic Education, and ensure that written feedback to students, and informs them how to improve their work further.
- Ensure that all internal data are valid and reliable by aligning the assessments to external benchmark tests.

## 4. Curriculum

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

- The curriculum is balanced. It is aligned to the English National Curriculum and meets local requirements. Transitions from FS, through Primary to Secondary are seamless. Improvements are being made to prepare students better for entering the Post-16 phase.
- The curriculum review has resulted in many strengths across the subjects. These include skills development, particularly in scientific investigation, reading and writing, speed and accuracy, as well as reasoning, in mathematics. However, in Arabic, as an additional Language, the curriculum structure does not develop students' grammar sequentially.
- There are curricular choices within each subject for older students. The triple or double award in the General Certificate in Secondary Education (GCSE) science, and in Post-16 where further and applied mathematics are linked to accelerated challenge.

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

- The curriculum is modified well, with targeted support for students of determination and for students for whom English is an additional language. There is also a focused reading skills programme for boys in Primary whose literacy skills are weak. However, the needs of students with language barriers in Islamic Education lessons are not met properly.
- Opportunities are provided for students to develop their own ideas, creativity and learning enhancement, particularly through extension learning activities.
- Appropriate learning experiences are integrated into most aspects of the curriculum to enable all students to develop a clear understanding of the UAE's values, culture and society.
- Arabic is taught as an additional language from FS1.

### For Development:

- Continue to enhance curriculum provision, particularly in Post-16, to ensure continuity and progression from Secondary.
- Revise the Arabic curriculum to enable the effective sequencing of essential knowledge and linguistic skills development.
- Provide more opportunities to allow all groups of students to develop their interests and ideas in creative ways.



## 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

- A comprehensive child protection and safeguarding policy is in place. Training is provided to staff so that they know what to do in the event of an incident. Students are protected from bullying by the wellbeing culture in the school.
- Systems are in place to ensure a clean, safe and secure environment. Safety checks and risk assessments of outings are carried out. The transport system is managed effectively, and the school currently meets all regulatory requirements. However, there is restricted access to certain parts of the school for those who may have issues with mobility.
- The school premises and equipment are maintained to a high standard. All records, including medical, are accurately and securely maintained in the clinic. The school promotes safe and healthy living through health awareness initiatives. A range of healthy food options is available in the school café.

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

- The school has developed a rigorous and systemic approach to the identification of students of determination and those who are more able, gifted or talented. This identification process results in prompt and effective communication of needs to all teachers.
- Identified students access an extensive and often bespoke provision beyond the classroom. Teachers are highly effective at offering individualised and personalised approaches to support students of determination. However, gifted or talented students need richer opportunities for stretch and challenge within the classroom.
- Wellbeing is a high priority for the school and fully embedded into everyday life. It is evident in lessons and while moving around the site. All stakeholders are able to make contributions into crafting the wellbeing vision for students, staff and parents.

### For Development:

- Install lifts to provide access to all parts of the school, including specialist facilities.
- Ensure the personalised and individualised approach for students of determination is extended to include students who are able, gifted or talented.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good ↑

- School leaders and governors have demonstrated a commitment to inclusive education. This updated and improved policy actively welcomes students of determination and they continue to invest in specialist facilities to support students in a holistic manner.
- Students of determination are identified through a systematic approach which uses various forms of investigations and data. This information directly informs a student's Individual Education Plan (IEP). Teachers are highly effective in supporting students of determination within their classroom.
- Parents are involved in writing IEPs and participate in their child's learning through school resources provided by the school. In many cases, these resources are complimented with face- to-face training sessions or links to support parents in supporting their child.
- The school has a suite of alternative qualifications which currently includes life skills, mathematics and English. The life skills programme also takes advantage of the wider school resources to support employability although this is an area for further expansion.
- Students of determination are now monitored more closely with a new tracking system which uses incremental steps to measure student progress. This system recognises that students may not be meeting age related expectations, but they are progressing.

#### For Development:

- Expand the alternative curriculum further so more pathways are available to meet the growing and diverse needs of students within the school.
- Offer a greater range of life skill opportunities to support future employment.

## 6. Leadership and management

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

- The principal and his senior team are highly committed to the UAE national priorities. They demonstrate strong knowledge of the curriculum and best practices in teaching, learning and assessment. Leaders are aware of the priorities and challenges facing them in subject areas and within phases. They are held accountable and are striving to achieve high quality outcomes. They have been successful in developing the school, and recognise that they need to be even more consistent in sustaining further improvements.
- The school has systematic self-evaluation processes that take into account all the information gathered from external and internal data, where available. Departmental improvement plans focus closely on the priorities to achieve high students' outcomes. The monitoring of teaching and learning in most areas, ensures the development of most teaching staff. The subject and the phase improvement plans are detailed and set clear targets but are sometimes based on inflated internal assessment and optimistic self-evaluation.
- The school leaders and staff are highly successful in engaging parents as partners in school life. Parents of students of determination have an invaluable role in shaping their children's next steps. Parents' views and particularly the 'Parents Council' helps to shape school improvement priorities. The school's detailed reporting to parents enables them to be well informed about their children's academic, personal and social development. The school makes strong efforts to engage with the local community, and an increasing range of national and international partners.
- Most members of the governing body are members of the owners' group. They bring with them a range of educational experiences and expertise, but not yet in the areas of Arabic and Islamic Education. Governors consider stakeholders' views and have detailed knowledge about the school. They monitor the school's actions and hold senior leaders accountable. They ensure the availability of staffing and resources. They now need to ensure that outcomes from the self-evaluation processes are realistic, and improvement plans sharper in monitoring the intended strategic school outcomes.
- The school is managed very efficiently by the principal and his team. The procedures and routines including the timetabling are very effective. The school is staffed with well-qualified teachers in most subjects. They benefit from a wide range of professional development programmes. The school has recently completed a major renovation project and the premises and specialist facilities provide a very good learning environment to develop students' academic, mental and physical wellbeing.

### For Development:

- Leaders should make sure that the monitoring of teaching in all subjects is evaluated against the achievement of students in lessons and over time.
- Enhance the self-evaluation processes in all subject areas and ensure that they are more realistic and based on valid and reliable information.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)