

VERY GOOD



2019-2020

# INSPECTION REPORT

UK/IB CURRICULUM

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## School Information

General Information	 Location	Nad Al Sheba
	 Opening year of School	2015
	 Website	hartlandinternational.com
	 Telephone	+97144079444
	 Principal	Fiona Cottam
	 Principal - Date appointed	1/6/2016
	 Language of Instruction	English
	 Inspection Dates	18 to 20 November 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 15
	 Grades or year groups	FS1 to Year 10
	 Number of students on roll	634
	 Number of Emirati students	22
	 Number of students of determination	52
	 Largest nationality group of students	British
Teachers	 Number of teachers	79
	 Largest nationality group of teachers	British
	 Number of teaching assistants	30
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	The National Curriculum for England / International Baccalaureate
	 External Tests and Examinations	Students' Cognitive Ability Test (CAT4)
	 Accreditation	Council of British International Schools (COBIS), National Association for Able Children in Education (NACE)
	 National Agenda Benchmark Tests	Granada Learning (GL)

### School Journey for HARTLAND INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2019-2020

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

### Students' outcomes

- Attainment and progress have improved in mathematics and science. These are now very strong across the school in English, mathematics and science. In Islamic education, students make acceptable progress and achieve acceptable levels. In Arabic as a first and additional language, students make acceptable progress in each phase. Primary students studying Arabic as a first language achieve acceptable levels, whereas secondary students' attainment levels are weak. Students in all phases have very well-developed learning skills.
- Students' behaviour and attitudes are very positive across the school. Students are responsible and self-reliant and have friendly, caring and respectful relationships with their peers and teachers. They are proud of their own cultures and display a sound knowledge of UAE culture. Their knowledge of the impact of Islam on the UAE is inconsistent. Students' attitudes to work are mature, and they increasingly demonstrate initiative and entrepreneurial skills.

### Provision for learners

- Teachers plan high quality lessons and largely meet the learning needs of their students. They develop students' understanding and critical thinking skills through well-designed activities and skilful questioning. Teachers use assessment data well to modify the curriculum, lesson plans and teaching. In Islamic education and Arabic, these good practices are not well-developed.
- The curriculum has a clear rationale. It is regularly reviewed and complies with the requirements of the English Early Years Foundation Stage (EYFS) and National Curriculum for England. Staff have adapted it very well to meet the international character of the school. The extra-curricular provision has been extended. Students learn about aspects of Emirati culture, especially in social studies. However, opportunities for them to explore cultural awareness are not consistently promoted across all subjects.
- Health and safety policies and procedures are rigorous. Medical and counselling staff provide high quality care and support for students. Transport arrangements are efficient and well-supervised. Students show considerable loyalty and affection for their school. They feel safe and well cared for. Students of determination are identified promptly and receive a wide range of very effective support.

### Leadership and management

- The school has a commendable inclusion policy and takes good account of the UAE's national priorities. It is led very well by the principal and an exceptionally strong team of senior and middle leaders. By reflecting on their practice and drawing on their expertise, leaders and teachers have improved the school since the last inspection. Parents are fully involved with the school, which is accommodated in a spacious and very well-resourced building.

### The best features of the school:

- The very strong progress made by students in each phase in English, mathematics and science and the very high levels they achieve in English, mathematics, science and social studies
- The rich and stimulating curriculum in each phase and its adaptation to meet the needs of all students
- The strong leadership of the principal and other senior and middle leaders, and the outstanding links and involvement with parents and the wider community
- The impact of teachers and leaders on continuously improving students' positive outcomes
- The school's strong focus on students' welfare and health and safety

### Key recommendations:

- Accelerate students' progress and raise their attainment in Islamic education and Arabic by improving the use of assessment to enhance teaching in these subjects.
- Appoint fully-qualified staff to teach all Islamic Education classes.
- Improve students' knowledge of Islamic values and the impact of these on life in the UAE.
- Accelerate the progress students of determination make in mainstream classes.
- Improve the impact of the governing body on monitoring the performance of the school.

## Overall School Performance

Very good ↑

### 1. Students' achievement

		Foundation Stage	Primary	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Weak ↓
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>English</p>	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 <p>Mathematics</p>	Attainment	Very good	Very good ↑	Very good
	Progress	Very good	Very good ↑	Very good
 <p>Science</p>	Attainment	Very good	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑	Very good ↑
 <p>UAE Social Studies</p>	Attainment		Very good	

		Foundation Stage	Primary	Secondary
<b>Learning skills</b>		Very good	Very good	Very good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Very good	Very good
Curriculum adaptation	Very good	Very good ↑	Very good ↑

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

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

## 6. Leadership and management

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

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

## National Priorities

### 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 (NAP) targets:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

**The school's progression in international assessments is above expectations.**

- In the 'Progress in International Reading Literacy Survey' (PIRLs), the school achieved a high international benchmark in 2016 and is better than similar private schools in Dubai in all reading and comprehension skills. The school participated in the 'Trends in Mathematics and Science Studies' (TIMSS) tests for the first time during the previous school year. Results of these assessments are imminent. The school will participate in the 'Programme for International Student Assessment' (PISA) tests for the first time in the next round of these international assessments. Progression in NAP assessments to date is uniformly strong in English, mathematics and science. This is mirrored by very good achievement in relation to measured potential.

**The impact of leadership is above expectations.**

- Leaders have a major impact on students' achievement, resulting in consistently strong achievement in current external benchmark assessments. The National Agenda action plan is very useful in prompting ongoing action as the school extends its participation in international assessments to include TIMSS, PISA and the 'Pisa-Based Test for Schools' (PBTS).

**The impact on learning is above expectations.**

- In each key subject, students demonstrate an ability to think critically and to carry out independent inquiry through a mix of in-lesson and other activities. This is facilitated effectively in many lessons when teachers use the time effectively to accommodate such activities. For example, in the primary phase, Year 2 students use tally charts and pictograms in mathematics to represent data and describe the concepts of most and least popular.

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

### For Development:

- Ensure that due regard is given to addressing cognitive skill gaps that may be identified in international assessments when these results become available.
- Ensure that there are increased opportunities for students to reflect consistently on their own learning in order to promote a better application of principles to unfamiliar situations.

### Moral education

- The quality of teaching in moral education is very good. All teachers use a very wide range of teaching methods. They plan engaging and motivating learning experiences for their students.
- Robust formative and summative assessment systems are developed, including rubrics and a student passport for each class level. These tools capture students' understanding of the values explored in class. Student outcomes are reported to parents.
- The quality of the curriculum is very good. It fosters learning experiences that facilitate students' collaboration in developing moral skills through discussion, debate and research. All key concepts and learning objectives are fully addressed.

**The school's implementation of the moral education programme is above expectations.**

#### For Development:

- Ensure that students are given opportunities to extend their learning about relevant values through research, when appropriate.

### Reading across the curriculum

- Students' wide range of reading skills is comprehensively assessed in English and Arabic. Additional specialist testing provides information that informs the provision of appropriate support.
- Professional development for teachers has raised awareness of how students learn through using text. Most teachers accept the responsibility for developing students' comprehension and vocabulary.
- Library lessons, competitions and careful selection of new texts have interested most students in reading, especially the boys. Students value reading as an essential learning skill.
- The teachers' reading group provides them with coaching skills that they use to model and encourage both reading for knowledge and reading for pleasure within their subjects.

**The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.**

#### For Development:

- Use baseline assessment information to track the progress of under-performing readers across all subjects.
- Explore the strategies used by teachers who teach in English to develop students' reading skills in Arabic.

## Innovation

- Children reflect on their work in their 'Learning Journeys' in Foundation Stage (FS). Problem-solving and research skills are developing across the subjects, especially in mathematics and social studies.
- Secondary students have formed a student council clinic to provide counselling or to guide students to seek advice from adults in the school.
- Older students carry out extensive research on scientific topics then inform primary students about their findings. They do this to reinforce their own learning.
- Teachers make very effective adaptations to a number of extra-curricular programmes, including a range of language options, to meet students' diverse needs.
- The principal and other leaders promote innovation well across the school. They schedule time for staff to meet and develop their innovative practice.

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

### For Development:

- Sustain the drive to expand opportunities for students to use, confidently, a range of innovative approaches to learning across all subjects.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

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

- The girls' progress is marginally quicker than the boys', especially in the upper year groups of the secondary phase. Arab Muslim students' attainment and progress are not as strong as that of the non-Arab Muslim students, especially in the primary phase. This is due mainly to the teachers' insecure subject knowledge.
- Students' knowledge of the pillars of Islam, Hadeeth and Islamic morals is inconsistent. Their progress in understanding Islamic law and Seerah is variable across the year groups and phases. Their memorisation is improving, but their recitation skills are weak. Students' abilities to link all the Islamic education elements are noticeably less developed.
- Students' memorisation skills are developing due to their involvement in the Holy Qur'an club and competitions. However, their abilities to understand the verses and to apply recitation rules independently are less developed.

#### For Development:

- Adopt teaching strategies and modify the curriculum to improve the progress and meet the needs of all groups of students.
- Ensure the validity of the school assessment data in order to assess students' achievements accurately.
- Ensure that all teachers are fully qualified to teach the subject.

## Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak ↓
Progress	Not applicable	Acceptable	Acceptable

- Primary students achieve relatively better attainment and progress than students in the secondary phase. Students' abilities to use the modern standard language in their conversations are relatively higher in primary classes. The internal data for both phases are insecure.
- Students' language skills in the secondary phase are below the expected levels, especially in the upper years. Writing and reading are the weakest skills. Students in the primary phase are more confident in using modern standard Arabic in different contexts. Their reading skills are reasonably well-developed.
- The quality of teaching varies considerably across the school, and expectations for what students can achieve are not sufficiently high, particularly in the secondary phase.

### For Development:

- Enable students to make better progress, especially in the secondary phase, by ensuring that the quality of teaching is more consistently effective.
- Ensure that secondary teachers have higher expectations of their students.
- Provide students with opportunities to practise all language skills systematically in lessons and extra-curricular activities.

## Arabic as an Additional Language

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

- Lower primary students are achieving relatively better levels compared to those of upper primary and secondary students. The achievement of students studying Arabic for several years is variable, but it is broadly in line with expectations. The internal data for both phases are insecure.
- Students' speaking skills are less developed than their other language skills. Using the language in unfamiliar contexts is under-developed. Writing is of a variable quality. Students' abilities to write extended sentences are still below the expected levels. Reading for understanding is within expectations for most students.
- Students are organised into groups according to the number of years they have studied the language, and most make the expected progress. Teachers' expectations do not always match the number of years students have studied Arabic.

### For Development:

- Improve all language skills, especially speaking, by matching the teaching strategies and expectations to the range of abilities.

## English

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

- The large majority of children leave FS2 with strengths in speaking and listening. Primary and secondary students extend their skills of reading, acquiring vocabulary that they use skilfully in expressive writing. Boys' literacy skills are slightly below those of girls.
- Students' high levels of writing are a result of their teachers' effective modelling and direction. Most students use rubrics as self-assessment tools, but this is inconsistent. Stimulating reading resources encourage FS children's and primary students' enjoyment of reading.
- In the primary phase, students cope well with demanding questions about authorial technique and inference. All students respond to critical thinking questions, which are now embedded in lessons. Secondary students are well prepared for International General Certificate of Secondary Education (IGCSE) examinations.

### For Development:

- Create more opportunities for secondary students, especially the most able ones, to write independently.
- Personalise feedback to boys so that they clearly understand their strengths and areas requiring improvement.

## Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good ↑	Very good
Progress	Very good	Very good ↑	Very good

- Progress and attainment are steadily improving in all phases. Overall, the better than expected achievement for the large majority of students is well-aligned to outcomes in current external benchmark assessments.
- Progress for different groups of students is more variable. The high level of in-lesson support and challenge leads to better than expected progress for the large majority of students. This permits these students to reach and sometimes exceed their potentials.
- Links between mathematical topics and their relevance to real-life are developing well. In the secondary phase, for example, students can apply their knowledge of area and costing to determine best value quotations in a house carpeting exercise. Similar examples are replicated in the best lessons in other phases.

### For Development:

- Ensure that well-developing links between key mathematical topics and concepts relate more consistently to real-life and unfamiliar situations for better understanding and application.

## Science

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good ↑	Very good ↑
Progress	Very good	Very good ↑	Very good ↑

- Children in FS understand differences and similarities in materials and living things and have well-developed investigative skills. Students in the primary and secondary phases have extensive subject knowledge. Overall, they have good investigative skills, though these vary a little. Students perform extremely well in internal and external examinations.
- In many lessons, teachers provide opportunities for students to design and carry out their own investigations. This ensures students hypothesise and predict what will happen, evaluate results and produce well-explained ideas. Occasionally, in all phases, teachers give excessive direction in lessons.
- Teachers provide relatively more challenging and demanding work in the primary and secondary phases. They reinforce and emphasise important ideas, and students' understanding has improved, particularly that of the higher attainers. Occasionally, older students' writing is not as accurate and detailed as their spoken explanations.

### For Development:

- Ensure that students' existing good practice of designing and carrying out their own investigations is fully established in all classes.
- Make sure that all students write accurately and with sufficient detail about what they know and understand.

## UAE Social Studies

	All phases
Attainment	Very good

- In each phase, students have a higher than expected knowledge of the components of UAE social studies and well-developed communication and presentation skills. Secondary students are skilled at carrying out research and presenting their findings on environmental issues from different stances.
- At each stage, teachers' skilled questioning and focus on investigative work have helped students to develop a deep understanding of the history, geography and economics of the UAE. Students also develop strong communication and presentation skills as they progress through the school.
- Strengths of the department include the well-developed programmes of work, supported by very good resources, and the assessment scheme, which are all firmly based on the UAE social studies curriculum standards.

### For Development:

- Develop the assessment scheme further to enable students to build on their already strong achievements.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good	Very good

- In all phases, students engage in the learning process in a sustained and enthusiastic manner. In the FS and secondary phase, students have greater opportunities to engage in self-directed learning. Students demonstrate positive attitudes to learning. They are focused, engaged and responsible learners.
- Students interact and collaborate with their peers in a wide range of contexts to achieve agreed goals. Interaction for some students may initially be delayed by a language barrier. Children in FS develop an awareness of their own strengths and weaknesses through reflecting on their 'Learning Journeys'.
- The revised 'Hartland Passport' facilitates the linking of learning, behaviours and skills to authentic and real-life contexts. Students engaged in coding in the primary phase are developing innovative and critical thinking skills. Students use the new secondary library to foster research, enquiry and use of technologies.

### For Development:

- Ensure that all students have opportunities to use digital devices to enhance their learning, particularly when they are engaged in authentic real-life research.
- Ensure that all students, particularly in the primary phase, have opportunities to direct their own learning when appropriate.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students have exceptional attitudes and behaviour across all phases. Their attendance rate in Years 5 and 7 is higher than in the other years. The girls' attitudes and behaviour are marginally more mature than those of the boys.
- Across all phases, students have excellent responsible attitudes and are self-reliant. They are considerate and sensitive to the needs of others. They have friendly, caring and respectful relationships with their peers, teachers and other school staff. They are able to make wise choices about their own health and safety. Their punctuality is very good.
- Students' attendance has improved in comparison to the previous year and is now good overall.

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

- In the primary phase, students' awareness of Emirati culture and traditions is relatively stronger than that of students in the secondary phase. In addition, in all phases, the girls' knowledge of their own culture and worldwide cultures is marginally better than that of the boys.
- Students have a strong knowledge of their own cultures and talk about the features of these with pride. However, their awareness of Emirati culture, traditions and heritage is inconsistent. Their understanding of the influence of Islamic values on contemporary UAE society is less developed.
- The school provides some events to develop students' knowledge of Emirati culture and the impact of Islamic values on modern life in UAE. However, this still has an inconsistent impact on students' learning outcomes.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good	Outstanding ↑

- Students support a wide range of charities and are active in seeking other groups to help. They readily take on responsibilities in all phases. Within the school, older students teach younger ones about specific topics in science, and others provide similar support in mathematics.
- Increasingly, students initiate activities themselves. For example, the student council clinic supports students who have concerns, or points them to people who can help. Others promote the re-use of utensils in the canteen and aim to widen this recycling practice throughout the school.
- Students' attitudes to work are mature. They are conscientious, and the oldest students have a serious approach to thinking about what they want to do in the future.

### For Development:

- Improve students' attendance in all year groups.
- Enhance all students' awareness of how Islamic values influence modern life in the UAE.
- Ensure that students' understanding of Emirati culture, traditions and heritage is consistently strong across all years.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good ↑	Very good

- In all phases, almost all teachers make sure that work is matched to students' learning needs. In nearly all subjects, they plan challenging activities, including problem-solving and critical thinking, that engage students' interest. In Islamic education and Arabic, this is often not the case, and work is not always matched to students' learning needs.
- In the best lessons, teachers' questioning is searching. They encourage collaboration, problem-solving and opportunities for students to produce their own ideas and explanations. This prompts students to evaluate and question what they learn.
- The challenge of work has improved since the last inspection. The use of technology has improved, and students more frequently use computers to carry out research to enhance what they learn, to record what they do and to develop their independent learning skills.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Good

- There is an increasing bank of internal assessment data that is mainly well-analysed and interpreted. This data is well-aligned to existing external benchmark assessment data in English, mathematics and science. Data for Islamic education and Arabic is less secure.
- Aptitude assessment data are used well in all subjects, except in Islamic education and Arabic. These data form the basis for identifying students' cognitive skill gaps as well as tracking their progress. Some teachers use students' workbooks well to track their progress.
- Most teachers know their students well. There is better evidence of students' awareness of their learning targets and how to improve in English, mathematics and science. This is slowly developing in Islamic education and Arabic, and is more consistent in the primary and secondary phases.

#### For Development:

- Make sure teaching in Islamic education and Arabic is consistently of a high quality in order to maximize students' progress.
- Ensure that there is a more consistent use of students' workbooks to identify their learning targets.

#### 4. Curriculum

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

- The curriculum has a clear rationale and is fully aligned to the English EYFS and National Curriculum for England standards. It is suitably adapted to incorporate the Dubai and UAE visions. Extra-curricular activities have improved since the last inspection.
- The review and development of the curriculum are systematic and regular, and ensure effective continuity and progression in most subjects. However, the process is inconsistent in Islamic education and Arabic.
- The mainstream curriculum and extra-curricular activities promote cross-curricular links and cater very well for students' ambitions, interests and talents.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good ↑	Very good ↑

- Adaptations of the curriculum are carefully planned and often linked to the diversity of the international profile of the school. A very wide range of foreign languages is offered to extend students' home language. Teachers adjust the curriculum well to suit students' academic and personal development needs, including those of students of determination.
- Islamic values are embedded throughout the school and are closely allied to the school values. Students learn about aspects of Emirati culture, especially in social studies, but opportunities to explore cultural awareness are not consistently promoted across all subject areas, especially in the secondary phase.
- A diverse range of extra-curricular opportunities adds to students' academic and personal development very effectively. In FS, improvements to the curriculum, extending to lower primary classes, provide a unifying and increasingly supportive framework for children as they grow and extend their learning.
- Arabic is taught in the two years of FS for 40 minutes each week.

#### For Development:

- Plan consistent opportunities in all subjects to enhance students' understanding of the UAE culture.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The safeguarding and child protection procedures are well-established and rigorous. The school gives health and safety high priority, and effective systems are in place to ensure security across the school. These include identification lanyards for access and daily monitoring of the buildings and facilities.
- The school premises and resources are excellent, and meet all students' needs. Medical and counselling staff provide high quality care and support for students, and procedures for internet safety are proactive and monitored closely. Transport arrangements are efficient and well-supervised.
- The extensive range of extra-curricular activities for students, parents and staff promotes healthy lifestyles, inclusivity and wellbeing for all members of the school community. Healthy eating is promoted effectively, and students are aware of the importance of regular exercise.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- Students show considerable loyalty and affection for their school. They feel safe and know they can always seek help from those who care for them if they have concerns. Children in FS settle quickly to school routines in a happy, well-structured environment.
- Attendance is closely monitored but despite diligent efforts by the school, attendance in a few years in the lower primary and secondary phases is only acceptable. Behaviour is very good and underpinned by clear expectations of conduct and supportive relationships throughout the school.
- Students of determination are identified promptly, leading to a wide range of very effective support for them. Well-qualified inclusion staff support students in lessons and in small out-of-class groups very well, but support by class teachers remains more variable.

### For Development:

- Improve the support provided by class teachers so that it is of consistently high quality and fully meets the needs of students of different abilities.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The committed inclusion team, together with the inclusion governor, assign a high priority to inclusion. Well-qualified inclusion support staff are deployed flexibly across all phases to provide effective support for students with a wide range of learning needs.
- Students' needs are identified accurately and quickly. High quality support, frequently defined in succinct individual education plans, is organised well for both inside and outside the classroom to promote students' progress and their integration into the school.
- Parents are very pleased with all that the school provides for their children. Through the regular information they receive and their involvement in monitoring the learning targets set for their children, they play an active part in their children's continuing progress and development.
- Support for students of determination is well-planned and very effective, especially when students are taught by inclusion department staff. Support by class teachers, although mostly good, is more variable, especially in Islamic education and Arabic and in some primary classes.
- Most students of determination make good and often very good progress from a variety of individual starting points, when set against their learning targets or academic results. The provision of consistent challenge for students with gifts and talents is a rapidly developing focus in the school.

### For Development:

- Rigorously monitor the modification of the curriculum across classes to ensure that work set for students effectively meets the needs of different ability groups and promotes their progress.

## 6. Leadership and management

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

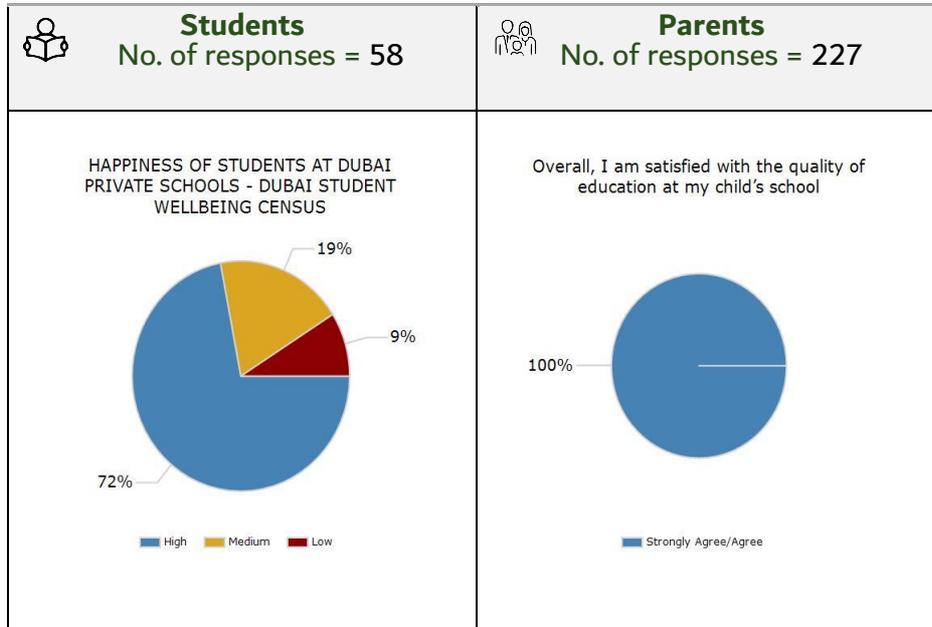
- The principal, other senior leaders and most middle leaders form a very strong leadership team. They communicate very well the vision of providing a high-quality, inclusive education which embraces the UAE's national priorities. They have a very good knowledge of best educational practices and promote innovation well. Leadership is shared well, and senior and most middle leaders have the capacity to continue to improve the school. Effective line management and review procedures are in place.
- The school has improved since the last inspection. Its well-organised and a systematic approach to self-evaluation involves all teaching staff. Senior leaders and heads of departments review regularly the quality of lessons and students' progress and attainment. These procedures provide the school with largely, but not fully, accurate information, which is used to guide improvement planning. Improvement plans are well thought out, but these have not brought about significant improvement in Islamic education and Arabic since the last inspection.
- Parental engagement is at the heart of the school community. Parents are fully involved as partners in their children's learning and are influential in defining priorities for the school. Parents value the extensive range of extra-curricular opportunities offered to families and the school's commitment to inclusive practice. Parents believe that the leadership of the school is very effective, and they appreciate the school's communication and reporting systems.
- Governors support the school well. Membership of the board includes representatives of the school's owners, staff and parents, but not all members have clearly defined, published roles. Governors gain information on the school from stakeholder surveys, visits to the school and informal contacts with parents and staff. They discuss the regular reports provided by the principal on the school's performance but do not have a comprehensive or rigorous approach to holding the school to account for its performance.
- The day-to-day operations of the school are generally effective and efficient. The timetabling of some Islamic education and Arabic classes is problematic, resulting in not all staff being qualified to teach their subjects. The school building and grounds provide a clean and safe environment. Teachers are provided with good quality professional development experiences. The premises and facilities support social and sport activities very well. The resources available for teaching and learning are of a high quality and are well-matched to the curriculum requirements.

### For Development:

- Improve the management and leadership of the Islamic education and Arabic departments.
- Improve the rigour and impact of governance arrangements.

## Views of Parents and Senior Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Almost all students who responded to the survey very highly value the adults at school. Most students feel a strong sense of engagement and connection to school life. They feel safe and have established friendship networks and a strong sense of academic confidence. Almost all participate in organised activities after school. The inspection confirmed this positive view of students.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The large majority of parents who responded to the survey are very satisfied with the quality of education provided by the school and feel that their views are valued and welcomed. They report that their children learn well in a safe and supportive environment. Relationships between students and staff are very good, and students respect and help each other. The inspection confirmed the very positive involvement of parents in the school.</li> </ul>

## 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)

A handwritten signature in black ink, appearing to be 'G. S.', is written over a light blue horizontal line. The signature is stylized and cursive.