

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

**Inspection Report
2018-2019**

**Hartland International
School**

11 YEARS OF INSPECTIONS

Good



























Curriculum
UK/IB



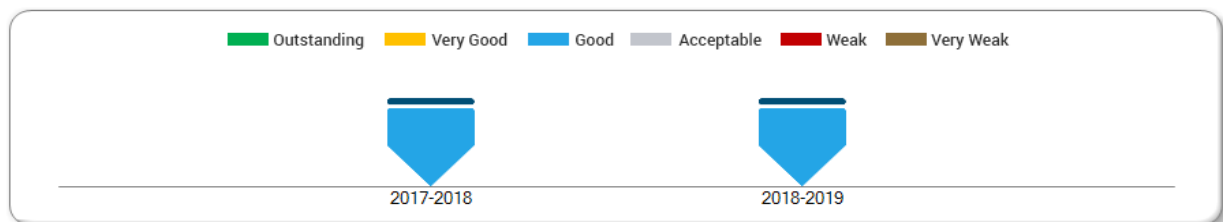
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School Information

General Information	 Location	Nad Al Sheba
	 Opening year of School	2015
	 Website	hartlandinternational.com
	 Telephone	044079444
	 Principal	Fiona Cottam
	 Principal - Date appointed	6/1/2016
	 Language of Instruction	English
	 Inspection Dates:	26 to 28 November 2018
Students	 Gender of students	Boys and girls
	 Age range	3-13
	 Grades or year groups	FS1-Year 9
	 Number of students on roll	526
	 Number of Emirati students	19
	 Number of students of determination	42
	 Largest nationality group of students	UK
Teachers	 Number of teachers	70
	 Largest nationality group of teachers	British
	 Number of teaching assistants	30
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	9%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK/IB
	 External Tests and Examinations	N/A
	 Accreditation	none
	 National Agenda Benchmark Tests	GL

School Journey for Hartland International School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The progress of children in the Foundation Stage (FS) is now very good in all subjects. Elsewhere in the school students make good or very good progress in most subjects. Attainment has improved in English across the school and in mathematics in FS and the secondary phase. However, attainment and progress remain acceptable in Islamic education and Arabic. Students are very keen independent learners; they are critical thinkers who justify opinions with well-researched evidence.
- Students' personal development is outstanding across all phases of the school. They have a positive work ethic and behaviour is exemplary. Students appreciate and understand how Islamic values influence contemporary UAE society. Their depth of understanding of the importance of these values to life in Dubai is increasing. Environmental and social awareness are strong in the upper primary and secondary year phases.

Provision for learners

- The very good quality of teaching in FS is a strength of the school. Most teachers demonstrate secure subject knowledge. They use the analyses of assessment information well when planning learning activities. Teachers use questioning very effectively to deepen students' understanding. These very positive features of teaching are less consistent in the lower primary years and in Islamic education and Arabic lessons.
- The curriculum is appropriately designed, implemented and adapted to ensure that the learning needs of all groups of students are met in most subjects. It provides an outstanding balance of age-appropriate activities to develop students' knowledge, skills and understanding, especially in FS and in English throughout the school. Subject specific skill development, and adaptation for students of different abilities, is not as consistent in other subjects.
- The provision for the health, safety and protection of students and staff has improved since the last inspection and is now outstanding. There are effective systems for monitoring students' physical, social and emotional well-being. This results in very good guidance and support for their personal and academic development.

Leadership and management

- The clear vision of senior leaders has led to an extended middle management and increased leadership capacity. This is contributing strongly to improved student achievement. Systems of self-evaluation are firmly established. However, there are still some inaccuracies with the internal assessment in some subjects, and in identifying fully the improvements needed in teaching. Partnerships with parents have been strengthened, including the influence of parents as part of the governing board.

What the School does Best:

- The outstanding curriculum in FS, which supports children's very good attainment and progress in English, mathematics and science
- The very good teaching and effective development of students' learning skills, which contribute significantly to students' very good attainment and progress in English throughout the school and in mathematics in the secondary phase
- Students' excellent behaviour and their relationships with others, which contribute to a calm, happy learning environment
- The outstanding systems for health and safety, which contribute to the very good care and support for all students
- The outstanding partnerships developed with parents, and the high-quality facilities and resources used to support students' learning
- The very good leadership, which provides a clear vision and direction for further improvement.







Key Recommendations:

- Raise attainment and progress in Islamic education and Arabic by embedding the improved teaching strategies that have resulted in faster progress in a few lessons.
- Ensure that a consistently appropriate level of challenge is provided in all primary lessons, and that regular checks are made of students' progress so that misunderstandings can be identified and corrected.
- Ensure greater rigour and accuracy by leaders in the assessment of students' knowledge and understanding, and use this information to evaluate the impact of teaching on students' learning.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good	Very good	Very good
 Mathematics	Attainment	Very good ↑	Good	Very good ↑
	Progress	Very good ↑	Good	Very good ↑
 Science	Attainment	Very good ↑	Good	Good ↓
	Progress	Very good ↑	Good	Good ↓
Learning skills		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	Good	Very good ↑	Very good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good ↑	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 ↑	Good	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 ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding ↑
Governance	Good
Management, staffing, facilities and resources	Outstanding

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 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 :

Registration requirements

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

School's Progression in International Assessments **is above expectations.**

- The school did not have any students eligible for the PISA international assessments in 2012 and 2015, nor for the TIMSS international assessments in 2011 and 2015. The school's average score for the PIRLS international assessment in 2016 was 572. It did not have any students eligible for this international assessment in 2011. When comparing National Agenda Parameter outcomes against CAT4 measured potential on average, most students attain in excess of what is expected in English, mathematics and science.

Impact of Leadership **is above expectations.**

- The school leaders are fully committed to the vision and goals of the UAE National Agenda. Actions specified in the schools' improvement have successfully resulted in some student outcomes improving to be 'very good'. The curriculum is aligned with the requirements of the TIMSS, PISA and GL tests. Assessment information is consistently used to influence teaching.

Impact of Learning **is above expectations.**

- Students' problem-solving skills are consistently promoted in most subjects. The school provides regular opportunities for students to develop their critical thinking and creative skills. Students use technology to enhance learning and to engage in independent enquiry and research activities.

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

For development:

- Ensure the consistent implementation of the actions specified in the National Agenda improvement plan.

Reading Across the Curriculum

- Students' attainment in reading is strong across the school. The school effectively analyses all data related to reading and uses this systematically to track improvements and guide learning.
- Most students are motivated readers. Students' confidence in the use of reading strategies is well-developed. Opportunities are increasing for students to apply their reading skills across all subjects.
- The use of the library is systematically linked to the school's curriculum and successful in fostering an enjoyment of reading, particularly in girls.
- Leaders are fully committed to the development of reading as a skill underpinning learning in all subjects. This is supported by the reading policy and well-resourced provision.

For development:

- Consolidate and extend the work to enhance boys' motivation and skills in reading by increasing the opportunities for students to apply their reading skills across all subjects.

UAE Social Studies

- The UAE social studies curriculum is planned and adapted within a cross-curricular approach to learning. It meets the needs of all groups of students, especially Emirati learners.
- Students make valid connections between areas of learning as they explore the concepts of the UAE social studies curriculum. Older students are skilled in working collaboratively and thinking critically when researching a variety of topics.
- In lessons and in recent work, a majority of students attain levels that are above the curriculum standards of UAE social studies.
- A majority of students make better than expected progress in relation to their starting points and the UAE social studies curriculum standards.

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

Innovation

- Students are capable of being self-reflective and of making independent decisions. Technology is used to enhance research skills and to enable students to extend their creativity in innovative projects.
- Innovation days and weekly enrichment activities provide students with a wide range of opportunities to be enterprising, creative and innovative.
- Teaching in English, and mathematics in the secondary phase, provides many opportunities for students to develop critical thinking and problem-solving skills. These skills are not as well developed in science, Islamic education and Arabic.
- Lessons, and a variety of projects, provide students with a wide range of enterprise and entrepreneurial skills, as does participation in volunteering opportunities.
- A rigorous audit and a detailed action plan demonstrate leaders' clear understanding of how innovative teaching and learning can have a positive impact on students' achievement.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students make steady progress in the secondary phase and are beginning to deepen their knowledge of Islamic teachings. For example, in terms of Zakat, they know the share that each Muslim should pay. Although attainment in primary is acceptable overall, progress is inconsistent, leading to superficial knowledge in some lessons.
- Most students know only two or three of the five Pillars of Islam, and their Tajweed skills are under-developed. In the upper years, students have a basic knowledge of the Seerah of the Prophet Mohammed (PBUH). In the primary phase, students' knowledge of the Sunnah is limited.
- The school is addressing the recommendations of the last inspection. Recitation and memorisation skills are improving because the enrichment programme is providing more opportunities for students to improve these skills. Hadith and the Holy Qu'ran are not consistently embedded in all lessons.

For development:

- Deepen students' knowledge and understanding of all elements of Islamic education in the primary phase.
- Develop Tajweed skills in all phases.

Arabic as a First Language

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

- In the lower primary years students make similarly acceptable rates of progress in all four language skills. In the upper primary and secondary phases, students' progress is slower, particularly in the development of their speaking and writing skills.
- Most students in the primary phase are confident in their reading comprehension skills. In the secondary phase, students are able to analyse text and provide an adequate response to literature. Students' creative writing is developing at a slower pace, and they often use local dialect when speaking.
- Recent improvements in the quality of teaching, and additional curriculum time, have not had sufficient impact on students' progress in speaking and writing in modern standard Arabic.

For development:

- Improve the rate of progress made by students from Years 3 to 6.
- Develop students' speaking and writing skills and especially their ability to use modern standard Arabic.

Arabic as an Additional Language

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

- Although most students are striving to improve their writing and speaking skills, the rate of improvement in these skills is slower than their improvement in reading.
- Most students in the lower primary phase are developing their reading comprehension skills at a steady pace. Students' listening comprehension is developing more slowly, especially in the upper primary and secondary phases, because of the over-use of English rather than Arabic in lessons.
- The grouping of students according to their years of studying Arabic, is not having a positive impact because too little account is taken of their differing abilities in lesson planning. This results in work being often too difficult for many students.

For development:

- Improve the rate of progress in the development of speaking and writing skills.
- Ensure that teachers use modern standard Arabic in all lessons.
- Make full use of assessment information to plan work that is matched to the differing needs of students.

English

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

- Early writing in FS is underpinned by a secure knowledge of phonics. Primary students focus on writing for a range of purposes. From Year 6 onwards, most students create extended writing that is engaging, grammatically correct, and reflective of their reading experiences.
- Assessment information has highlighted a significant difference between boys' and girls' reading abilities in Years 5 to 9. A systematic review of reading materials has led to the introduction of targeted adventure texts. These are having a positive impact on boys' interest in reading and on their reading skills.
- Since the last inspection, the school has introduced a wider range of texts for study across all phases. Lessons routinely focus on key features of the different texts, with a strong emphasis on critical analysis.

For development:

- Make full use of assessment information to identify any differences in students' progress and attainment and plan appropriate interventions.

Mathematics

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

- Internal and external assessment information show very good attainment and progress across the school. However, the very good progress made in FS, slows in the lower primary years because students do not fully develop their conceptual understanding of the subject. This affects their attainment.
- In FS, children make very good progress in understanding number value and relating this to the world around them. In Years 4 to 9, progress accelerates, and attainment rises, because students are presented with mathematical problems that are linked to every day contexts.
- A consistent emphasis on students providing explanations of their reasoning, is successfully promoting higher-order thinking skills, particularly in the secondary phase. This, together with increased attention to mental calculations and key mathematical vocabulary, provides more depth to students' understanding of mathematical concepts.

For development:

- Consolidate students' conceptual understanding of mathematics in the lower primary phase.
- Provide more opportunities for students to solve mathematical problems linked to everyday contexts in the primary phase.

Science

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

- Children's sense of enquiry develops rapidly in FS. Students continue to make progress in primary, although the level of challenge in their learning activities is limited. This also affects the rate of progress through the secondary phase.
- Most children in FS know about the properties of some materials. Through primary and secondary, students secure and extend their knowledge of increasingly complex scientific concepts. The use of scientific methods is a developing feature of learning in all phases of the school.
- From Year 3 onwards, students have experience of practical work in the laboratory, where they develop scientific and investigative skills, and increase their confidence in using specialist equipment.

For development:

- Raise students' attainment and progress in the primary and secondary phases by providing them with more demanding activities to accelerate their scientific understanding and skills.

Learning Skills

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

- Children in FS begin to make connections between their knowledge and their understanding of the world around them. Older students enjoy making links between their learning and everyday life. However, these connections are less likely to be seen in the primary phase.
- In all phases, students are highly motivated and willing to work hard. Most are capable of taking responsibility for their own learning and work well in collaboration with their peers. These skills develop early in FS, where children engage in many self-chosen learning activities.
- In all years, students act willingly on the guidance of their teachers. In small group activities they share their ideas and learn from each other. When group sizes are too large, or activities go on for too long, a few become passive and disengaged.

For development:

- Provide more opportunities in the primary phase for students to apply their learning to everyday life.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students have very positive mature and responsible attitudes to their work and to school. Behaviour is exemplary, and students demonstrate high levels of self-discipline. They engage very successfully with their peers and adults.
- Students enjoy excellent relationships with staff and respond well to critical feedback. They are caring towards each other and report that they too feel supported, valued and safe.
- Most students are aware of the benefits of a healthy life style. They know which foods are good for them and participate enthusiastically in the impressive range of sporting activities and events available to them. Attendance is good and has improved this school year.

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

- Students have a clear appreciation and understanding of UAE culture and heritage. They are knowledgeable about Emirati rituals and traditions. Their understanding of the values promoted by the Emirati leaders, and the impact these have on society are less well-developed.
- Students show a good understanding of Islamic values and how they influence life in the UAE. This is demonstrated by their actions within the school and its community.
- The school has a range of assemblies, activities and celebrations to increase students' understanding of the wider community. They speak proudly of their own heritage and demonstrate a good understanding of the range of cultures present in the school.

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

- Students are fully aware of their responsibilities within the school community. In the primary and secondary phases, they are aware of environmental issues and suggest ways in which they can contribute to sustainability. While generally age-appropriate, this awareness is not as evident in FS.
- Many students are involved in a range of volunteering activities. They have many opportunities to interact with the wider community through their participation in clubs and projects. They are aware of the importance of, and enjoy contributing to, different projects.
- Students are eager to learn, anxious to succeed and work hard to achieve their goals. They take on leadership responsibilities and participate in an increasing number of enterprise and entrepreneurial initiatives.

For development:

- Improve students' knowledge and understanding of the values promoted by UAE leaders and the impact these have on contemporary society.

3. Teaching and assessment

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

- In FS, teachers' understanding of how young children learn ensures that most make rapid gains in their learning. Throughout the school most teachers use their subject knowledge well to plan purposeful lessons. However, there is inconsistency in the level of challenge provided to students in the lower primary phase.
- The very strong subject knowledge of teachers in the upper primary and secondary phases contributes significantly to student outcomes, especially in English and mathematics. Skilled questioning is used in many subjects to extend students' thinking and probe their understanding. This is not always seen in Arabic and science.
- More opportunities are being provided for students to develop the skills of critical thinking, problem-solving and innovation in most subjects. These have contributed positively to the rise in attainment in English and in mathematics in the secondary phase.

	Foundation Stage	Primary	Secondary
Assessment	Very good ↑	Good	Good

- Comprehensive measures provide accurate information of children's academic progress and personal development in FS. The assessment of students' attainment in the primary and secondary phases provides valid and reliable information in most subjects. This is not the case in Islamic education and Arabic.
- External assessment data for each subject is analysed to identify the strengths and weaknesses of different groups of students. It is interpreted accurately and provides an effective benchmark against which to identify gaps in students learning.
- Assessment information is used effectively to modify the curriculum and by teachers to plan lessons. This information is also used effectively in most, but not all subjects, to adapt teaching to ensure that the needs of all groups of students are met.

For development:

- Ensure consistency in the level of challenge provided for students, particularly in the primary phase.
- Develop the internal assessment procedures in Islamic education and Arabic so that they provide accurate information on students' progress.

4. Curriculum

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

- The FS curriculum is well-planned and highly successful in developing a balance of knowledge, skills and understanding. There is a strong emphasis on personalised learning and the development of learning skills in all phases. However, the development of subject specific skills is not always as consistent.
- The extensive range of enrichment activities, including sports coaching, volunteering and designing and leading community projects, enables most students to pursue their interests, talents and aspirations and develop a wider range of practical skills.
- Curriculum reviews in most subjects include the use of assessment data to identify where changes are necessary. The review in English, for example, has led to the introduction of a variety of short texts to match students' interests. This practice is not as consistent across all subjects.
- The school implements the UAE moral education programme from Year 2 to Year 9 as part of its moral and cultural studies programme.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Good	Good

- In FS, personalised learning experiences and accurate assessments enable individual children's needs to be fully met. In other phases, and across all subjects, effective adaptations are not always consistently planned or implemented to meet the needs of all students.
- Across the school, a wide range of planned opportunities promotes an understanding of UAE culture and traditions. Links to Emirati culture and society are regular features in lessons. Students enjoy participating in a range of activities aligned to UAE celebrations within the school.
- There is a growing emphasis on activities led by students that promote enterprise, innovation and social contributions, including the weekly community enrichment activities in which all students are involved. These are promoting students' independence, and are providing more opportunities for them to be involved with problem-solving and critical thinking activities.
- Arabic is taught from FS1 for 30 minutes per week.

For development:

- Ensure that the review of the curriculum in all subjects is based on accurate student assessment information.
- Monitor and enhance curriculum adaptations to ensure that they have a positive impact on students' learning.

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 ↑

- Procedures for child protection and safeguarding are rigorous and well-established. The school effectively promotes and supports students' well-being. All staff receive regular training on child protection. All necessary steps are taken to protect students from any form of abuse.
- The school premises are of exceptional quality, clean and hygienic. The facilities provide an excellent environment and are conducive to high quality learning. Records are maintained of the actions taken to rectify any deficiencies identified in the regular checks of the premises.
- The promotion of healthy living is evident across the school. Most students engage in sporting or fitness activities. Students can explain why they choose healthy food options and the importance of fitness. Students are carefully supervised at all times.

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

- Staff have very positive relationships with students resulting in a learning environment of mutual respect and co-operation. Behaviour management systems are highly effective because they are known and followed by the school community. Rigorous procedures are in place to ensure punctuality and to promote regular attendance.
- The identification of students of determination and those with gifts and talents is accurate. In a few lessons, there remains inconsistency in the quality of support provided for these students.
- The school carefully monitors students' academic and personal development. Students receive effective support for their physical and emotional well-being from the clinic staff and the school counsellor. Well-informed career guidance is provided for older students.

For development:

- Ensure that support is matched to the needs of individual students in all lessons.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- School leaders and governors have developed an inclusive culture across the school which is understood and accepted by the whole community. Reviews of provision feature regularly at leadership meetings. The inclusion champion provides very good leadership.
- Procedures to identify students of determination and those with gifts and talents are effective. A range of assessment tools and reports from outside specialists are used to identify individual barriers to learning, and to provide interventions that are well-matched to the individual needs of students.
- Relationships with parents are very positive. Parents say that they are consulted on a regular basis and are very pleased with the quality of support provided for their children. Parents are fully involved in the review and updating of their children's individual education plans (IEPs) and profiles.
- Students' IEPs and profiles focus well on their prime needs and include measurable goals. However, they are often too complex or too general to facilitate the accurate assessment of students' progress.
- Students generally make good progress towards achieving their individual goals. Progress is consistently rapid when students receive individual support from the inclusion team. In a few lessons, progress is slower when the work and the support provided do not match the individual student's needs.

For development:

- Ensure that all teachers plan to meet the individual needs of all students of determination in lessons.
- Review the IEPs and student profiles to facilitate the accurate assessment of specific measures of progress.

6. Leadership and management

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

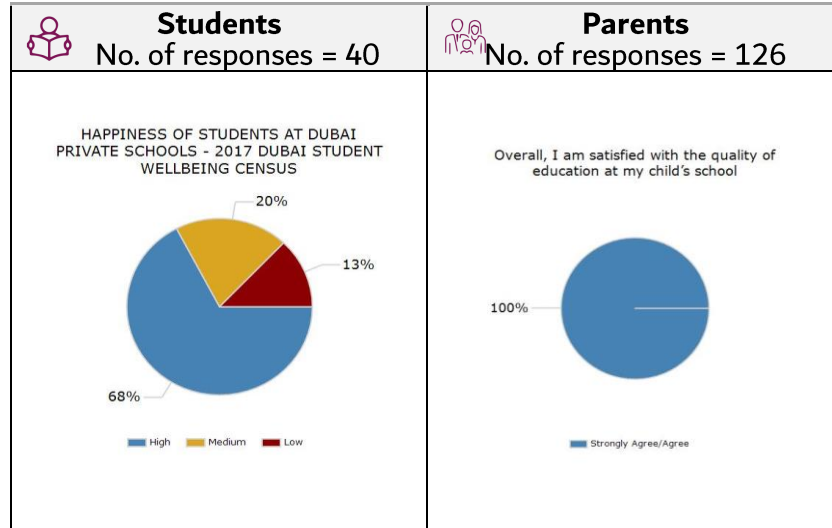
- The shared vision and commitment to UAE priorities, particularly the importance of inclusion and reading, is evident throughout the school. The capacity of leadership has been strengthened by the recent appointment of middle leaders, most of whom have an impressive understanding of best educational practices. All leaders understand their roles fully and are clear about the action that needs to be taken to secure school improvement
- Evidence gathered from a range of sources underpins the accurate identification of the school's key improvement priorities. The quality of teaching is evaluated through a range of monitoring procedures involving a number of school leaders and staff. The collation of this information is not sufficiently rigorous to ensure the accuracy of the evaluations and the impact of teaching on students' learning.
- Parents are highly supportive and very much involved in the life of the school. They feel that their views are listened to and acted upon. Home-school relationships and communication are highly effective. Leaders and staff are readily available to parents. Through regular reports and meetings, parents are kept well informed about their children's academic and personal progress.
- The governing board represents all stakeholders and supports leaders through regular attendance at meetings and through the provision of high-quality resources and generous staffing allocations. Board members' have a clearer understanding of external assessment data and the school's performance. As a result, governors are now in a stronger position to hold senior leadership to account.
- The school runs smoothly on a day-to-day basis. It is exceptionally well-resourced to support learning in all areas of the curriculum. Staff are deployed effectively, are well-qualified and have an excellent knowledge of their subjects. The premises, including the library and specialist facilities, provide an excellent learning environment.



For development:

- Strengthen Islamic education and Arabic subject leaders' understanding of best practice in teaching, assessment and curriculum provision.
- Ensure that the information from all self-evaluation procedures is collated and based on accurate internal assessments to measure the impact of teaching on student outcomes.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> Students feel safe in school. Almost all say that their teachers are interested in their emotional well-being and listen to what they have to say. They agree that they are treated fairly and receive help when they need it. Students have confidence in their own ability to do good work. Their responses regarding bullying are more positive than the overall Dubai averages.
 Parents	<ul style="list-style-type: none"> Parents are extremely positive about all aspects of the school. They say that school leaders are very approachable and that they listen to their views. They feel their children are safe, very well cared for and appreciate the information they receive on their progress. Parents feel that there is a genuine partnership between home and school. Inspection findings are consistent with these views.

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