



## Assessment report: stage 2

<b>School</b> Hartland International School, Dubai, UAE <b>Headteacher: Fiona Cottam</b>	<b>School more able coordinator:</b> Helen Green
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<b>NACE lead assessor</b> Elaine Ricks-Neal	
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### School context

The Hartland International School is an all through school which opened in 2015 and is owned by The Sobha Group. Currently, it has circa 500 pupils on role from EYFS to year 9 from up to 60 nationalities and is expanding to full secondary intake. The school follows the English National Curriculum from EYFS onwards to prepare pupils for (i) GCSE and to parallel stream GCE A level and the IB Diploma. The current headteacher took up post in June 2016 and the G & T co-ordinator in 2017. The school received a judgement of good with very good and outstanding features in its recent annual KHDA inspection and the school's reputation is clearly on a very upward trajectory. School leaders are highly ambitious to achieve excellence in all areas and the school has prioritised meeting the needs of its most able pupils as a strategic priority in the context of raising aspirations for all pupils. As an independent school, intake on entry is typically above national expectations.

### Summary of strengths

#### Provision and outcomes

*Self-evaluation, evidence scrutiny, interviews*

- School leaders have successfully created a very inclusive ethos which places a high value on academic excellence, unlocking potential and nurturing talents and abilities across all subjects and domains. Focusing on quality whole school G & T provision is seen as a lever to raise the bar for all pupils and teachers are fully committed to that vision - "Everyone has invested in it." As a result, pupils are happy and confident, attain well and make increasingly good progress in their learning against national comparators.
- The school's approach to identifying and providing for its G & T learners is very clearly articulated, high profile, well-resourced and understood by teachers, pupils and parents. High quality guidance, support and training from the knowledgeable G & T co-ordinator combined with "joined up" working within the inclusion department has resulted in quality tailored provision for these pupils which is regularly monitored for impact.
- The curriculum is carefully designed to broaden knowledge and skills across a wide range of domains with all subjects valued equally. Pupils also benefit from access to subject specialist teachers from an early age e.g. from Year 2, there is specialist music, art, D & T, computer science and languages provision. Dance is a core subject from Foundation stage.

- An extensive enrichment programme of up to four hours per week provides opportunities to target deepening existing talent, nurture emerging ability in all pupils and contribute to the school's vision of "whole child" development, recorded by pupils on the "Hartland Passport". Personal and moral development also feature strongly e.g. enrichment includes the Random Acts of Kindness Club. Hartland has also taken the lead in setting up the Dubai Schools Enrichment League.
- Pupils across the phases benefit from the excellent resourcing the school has to offer e.g. dance, recording and photographic studios; a library with circa 12,000 books; the secondary school has a technology lab and innovation break out spaces; sports facilities include an on-site swimming pool, tennis courts, golf and horse-riding opportunities.
- The school tracks pupil progress meticulously and is increasingly using assessment information to inform teacher planning and to ensure that targets are sufficiently challenging, especially for G & T pupils. Pupil progress meetings take place every six weeks to quickly pick up on any underachievement.
- G & T pupils recognise and value the range of opportunities the school provides and cite examples of where school enrichment activities have sparked new interests which "make me more rounded and challenge me more". They also say classroom learning which provides "real life challenges" engages and stretches them and they enjoy taking part in an array of competitions, general knowledge quizzes, clubs and curriculum opportunities which develop leadership and entrepreneurial skills.
- Parents recognise that the school's very broad curriculum offer has enabled pupils to "find their passion", develop "intrinsic motivation" and encourage new interests e.g. in the Readers Club where books have been recommended which pupils would not have chosen themselves. They also feel that their children are challenged well in lessons and the communication with the G & T co-ordinator is excellent.
- Governors have contributed well to the growth and development of the G & T policy and back this commitment with a healthy budget allocation.

#### Where teaching and learning for challenge is good or better

##### *Lesson observations, work scrutiny, case study*

- Teachers have high expectations of what pupils can achieve and work is pitched at an advanced level which pupils are able to access through high quality instruction, intervention and explanation e.g. Year 9 maths trigonometry where able pupils enjoy working on an individual basis to grapple with problems and find solutions.
- Pupils encounter challenging texts which engage them to produce work of high quality e.g. Year 9 essays on Much Ado about Nothing where pupils show good understanding of the character and motivation of the leading protagonists.
- Teachers differentiate lessons to ensure all pupils, including the most able, have appropriate challenge e.g. year 6 English where able pupils were highly engaged in exploring authorial intent on a passage describing Shackleton's Antarctic adventures.
- Lessons are framed with learning objectives, pupils are clear about what success will look like, and teachers skilfully interact during the lesson to assess learning and adjust the flow of the lesson.
- Subject specific vocabulary is regularly emphasised, supported by visual prompts.
- Work in books show that there is typically a good level of work "output" expected.
- Excellent relationships between pupils and teachers provide a good climate for learning where pupils are eager to learn and willing to answer questions.
- The introduction of Pupil Profiles (Case Study) for G & T pupils which involves both the pupil, parent and teacher in personalised target setting is showing good early impact as

pupils take more ownership of their learning “The targets motivate me and show me what I can do” (Year 5 pupil).

## Summary of areas for development

### Provision and outcomes

*Self-evaluation, evidence scrutiny, interviews*

- Continue to improve the quality of teaching with less experienced/new teachers across the school through strategically planned CPD at whole school, departmental and individual level. Ensure teachers are able to consistently plan for challenge and are equipped to ensure challenge strategies build on first securing sound conceptual knowledge and understanding.
- Share more systematically the very good practice which exists in the school so that teachers can learn from each other.
- Continue to develop a range of strategies, including more reference to non-verbal scores, to identify potentially able pupils, especially those who may have barriers which are masking their ability. Monitor the composition of the register to check for representation across gender, age, EAL, summer born etc. and use subject specific characteristics to support identification and inform planning, especially in the secondary phase.
- Continue to use tracking data intelligently, taking a rounded view of generated predictions as they may underestimate potential, and set very ambitious subject targets for 7-9 grades for the first GCSE cohort.
- As the school continues to expand into GCSE and beyond, consider how the leadership of G & T can be more distributed and supported in subject areas e.g. departmental G & T champions.
- Continue to provide support to Teaching Assistants to be able to support able learners more effectively in the classroom.
- Continue to develop G & T pupil voice, consulting pupils regularly on their learning, ambitions and personal development, and acting on their findings.
- Continue to plan strategically for G & T provision using the Challenge Award Framework, and endeavour to be outward facing, seeking out partners for educational collaboration.

### Teaching and learning for challenge development points

*Lesson observations, work scrutiny, case study*

- Ensure that teachers have a range of strategies to probe learning, check for misconceptions during lessons and assess what pupils have learned beyond “thumbs up” etc. For example, strategies for pupils to “show” what they have learned.
- Ensure there are planned opportunities for pupils to ask questions, to work in depth and on their own, and to have the planned opportunity to go beyond the set tasks e.g. through open rather than closed tasks.
- Consider how expectations of the quality of pupils’ work in topic tasks in the primary phase could be raised to match that of English and mathematics.
- Provide planned opportunities for pupils to craft and draft to “outstanding” work and ensure that there is agreed understanding of what is meant by excellent work.
- Ensure that when pupils are working in groups, there are clear roles and responsibilities to maximise pupils’ input, and they are clear about the rationale of working together.
- Build on the good work already underway on Pupil Profiles, with a particular focus on bringing together pupils, parents and teachers for pupils with exceptional needs.

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<b>Date Challenge Award achieved</b>  16/04/2019	<b>NACE lead assessor signature</b>  <i>Alex Ricks-Neal</i>
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<b>Date Challenge check-in due</b> Spring Term 2021	<b>Deadline for reaccreditation</b> Summer term 2022
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