



المعرفة Knowledge



HORIZON INTERNATIONAL SCHOOL L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



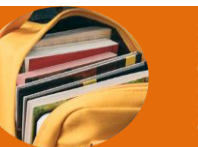
VERY GOOD

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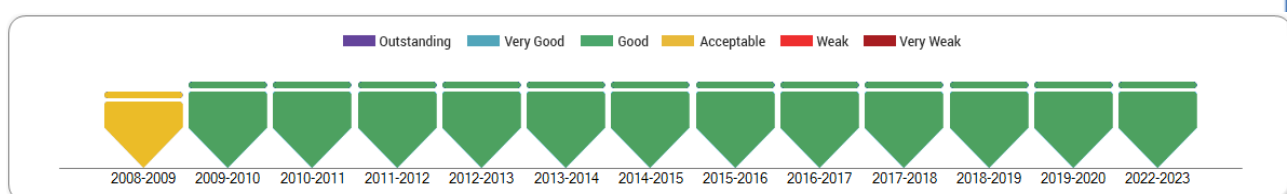
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Umm Sequim
	 Opening year of school	2008
	 Website	www.horizonintlschool.com
	 Telephone	971505541351
	 Principal	Darren Gale
	 Principal - date appointed	8/26/2018
	 Language of instruction	English
	 Inspection dates	23 to 27 October 2023
 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	1383
	 Number of Emirati students	20
	 Number of students of determination	87
	 Largest nationality group of students	Arab/British
 TEACHERS	 Number of teachers	110
	 Largest nationality group of teachers	British
	 Number of teaching assistants	50
	 Number of guidance counsellors	1
 CURRICULUM	 curriculum	UK
	 External Curriculum Examinations	IGCSE, GCSE, AS, A level
	 Accreditation	BSME

School Journey for HORIZON INTERNATIONAL SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Children in the Foundation Stage (FS) make a very effective start to their schooling and make rapid progress from their starting points. External examinations and benchmark test results show high achievement especially in English, mathematics and science in Primary and Secondary. Students' achievement in Islamic Education and Arabic as an additional language is acceptable. Achievement in Arabic as a first language is improving. Learning skills are very strong, particularly in FS.
- Students' positive attitudes, behaviour and work ethic support the school's purposeful learning environment. Their understanding of Islamic values and of Emirati culture is improving especially in Secondary and Post-16. Students have a well-developed understanding of conservation and sustainability. They participate in many projects of benefit to the wider community and take responsibility and volunteer for the many leadership roles available to them. Student ambassadors in Arabic and Islamic Education lead school assemblies.

Provision For learners

- Teachers demonstrate effective lesson planning and have high expectations. They foster group discussions and in-depth thinking, focusing on critical thinking and applications to life beyond school. There are notable improvements in teaching in Secondary and Post-16. Assessment processes align closely with the curriculum, offering reliable measures of attainment and progress. The systematic gathering and comparison of data, along with the monitoring of progress, are strong features. There is inconsistency in the feedback provided to students on the quality of their work.
- The early years curriculum in FS is creative and engaging. In Secondary and Post-16, the increasing number of subjects available meets the needs of most groups. The new Arabic curriculum is positively impacting on students' literacy skills. The curriculum effectively caters to diverse groups and fosters independent learning, critical thinking, and problem-solving skills. It promotes students' talents, innovation skills, and an understanding of UAE culture across all phases.
- Robust practices ensure the safety and protection of students and staff. Supervision is highly visible and effective. The medical teams, counsellors and student wellbeing ambassadors promote and monitor the physical, emotional and mental health of students very effectively. Exemplary behaviour and strong staff-student relationships are pervasive. Rigorous identification, supported by effective assessment data, allows teachers to provide appropriate challenges for students of determination and for those with gifts and talents across the curriculum.

Leadership and management

- School leaders form an effective team, supporting students and developing a growing school. The school uses a variety of data to inform its self-evaluation effectively. The monitoring of teaching is now more robust, with a sharper focus on students' outcomes. Leaders are very successful in engaging parents. The governing board makes a significant contribution to the direction and overall performance of the school. The premises are of high quality providing the spaces that are needed for teaching and learning. However, full access to all areas is not possible for all students.

Highlights of the school:

- The highly effective start that children make in FS
- The attitudes and behaviour of students that support the purposeful learning environment
- The achievement of students in English, mathematics and science in Primary and Secondary
- The arrangements to support the care, welfare, wellbeing and safety of students
- The drive of senior leaders for the continuing improvement of the school

Key recommendations:

- Improve access to all areas of the school, for all members of the school community
- Identify and share the best teaching, learning and assessment practices across the school.





OVERALL SCHOOL PERFORMANCE

Very good ↑

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
 Mathematics	Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Very good
	Progress	Outstanding	Outstanding ↑	Outstanding ↑	Very good
 Science	Attainment	Outstanding ↑	Very good	Very good ↑	Good ↑
	Progress	↑ Outstanding	Very good	Very good ↑	Good

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

02 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	Very good 	Very good 
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 Teaching and assessment

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

04 Curriculum

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

05 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

06 Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Very good

The school's score in the 2021 Progress in International Reading Literacy (PIRLS) assessment of 632, was above the school's target and the 2016 score of 605. This places the school in the advanced international benchmark group. There were insufficient Emirati students to make a judgement. Progress in the National Agenda Parameter tests is outstanding in English, mathematics and science across the whole school and very good for Emirati students.

C. Leadership: International and Emirati Achievement	Very good
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Most leaders understand the implications of the National Agenda assessments and ensure that any identified skill gaps are addressed, especially with regard to Emirati students. They ensure that the curriculum is adapted appropriately to meet the needs of all students and monitor the impact of these adaptations on students' progress.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

A large majority of students' reading skills across the school are above age-related expectations, with particular strengths in lower Secondary. A large majority of teachers use data to inform literacy in their lessons, and, as a consequence, improvements in reading are seen for all students. There is a strong reading culture in the school.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that all teachers make full use reading assessment information in lesson planning and in teaching.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Students' Wellbeing Agency and Experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a very good level.

- Wellbeing is a high priority for the school. The principal and leaders at all levels model wellbeing principles in their daily interactions. They are committed to wellbeing development. Policies and action plans are comprehensive and aspirational. A highly skilled and dedicated team drives the policy, and a new curriculum is being developed. Staff, student and parent surveys are rigorously monitored and considered in curriculum planning.
- The caring approach towards students and their development is a real strength across the school. Partnerships with parents are very well established. Students' personal development is a priority. This is evident across the school. Staff are well supported by a wellbeing team which meets senior leaders regularly. They value the staff questionnaire and know their concerns are heard through regular feedback. A school counsellor provides additional support to students, and they regularly communicate any concerns.
- Classroom climates are highly engaging, well resourced, nurturing and supportive. The school wellbeing ambassadors promote and model students' wellbeing. Other opportunities for leadership also support wellbeing through buddy support and inclusion leaders. Attendance is excellent. Students enjoy coming to school and feel very welcome and safe. Their behaviour is exemplary. A culture of respect between teachers and students promotes a strongly supportive environment for students' wellbeing.

For Development:

- Develop a whole school wellbeing policy which permeates all curriculum areas.

UAE social studies and Moral Education

- The school teaches the moral, social and cultural studies (MSCS) curriculum, using the most recent textbooks. All students from Years 1 to 9 have two separate periods of 55 minutes, in which social and cultural studies are combined, with moral education taught separately. Lessons are taught by class teachers in Primary and form tutors and humanities teachers in Years 7 to 9. Once per fortnight, moral education lessons are replaced by assemblies which are linked to curriculum themes. In Years 10 to 13, form tutors teach MSCS for one period of 40 minutes per week.
- In addition to lessons, students experience wide exposure to UAE social and moral values through curriculum enhancements, such as the celebration of cultural events including National Day, Flag Day and school visits within the UAE. Assessment is carried out through unit tests and a variety of on-going assignments. Teachers consult others in the cluster of schools to moderate assessments. Students take part in competitions for MSCS awards.

Arabic in Early Years

- Arabic is provided in FS1 and FS2 for 30 minutes per week. The curriculum is tailored to meet the needs of children learning Arabic as both first and additional language learners. Children are taught letters, colours, numbers and shapes through artistic projects, storytelling, practical activities and songs. Assessment is through worksheets and teachers' observations.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students across all phases demonstrate a developing understanding of the overall meaning of the assigned holy verses, Noble Hadiths and supplications. They can perform age-related acts of worship like the five prayers. A minority find difficulty inferring the guidance of the Prophet (PBUH) from the assigned Noble Hadiths.
- Most students make the expected progress in discussing the influence of Sunnah and Islamic values on individuals and society. They gain more knowledge of the life of the Prophet (PBUH), his wives and companions.
- Although most students demonstrate an understanding of Islamic law and principles, their understanding of subject related terms and concepts like blind imitation, gratitude and chastity is less deep. Overall, there has been no significant improvement since the previous inspection.

For Development:

- Improve teaching to match the best teaching and assessment practices seen in the school.
- Consolidate links with the Arabic department to improve students' literacy skills

ARABIC AS A FIRST LANGUAGE

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

- In lessons and in their work, students attain levels that are aligned with curriculum standards. Listening is the strongest of the language skills. Reading fluency develops as students move through the school, but reading comprehension is less well developed. Students mostly use dialect to express themselves.
- As students move through the school, vocabularies improve. In Primary, students are able to construct meaningful sentences using basic rules of grammar. Secondary students extract the main ideas from texts. Post-16 students can challenge the writer's point of view, but responses are not in-depth.
- Students' reading skills have improved as a result of the implementation of a structured reading programme. However, students' reading comprehension is less well developed. There are limited opportunities in all phases for creative and extended writing.

For Development:

- Improve students' comprehension skills.
- Encourage students to use standard Arabic in discussions and in answering questions.
- Provide more opportunities for creative and extended writing.

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

- In lessons and in their work, students are able to comprehend familiar words and derive the meaning of unfamiliar words through the context. They can express themselves orally and in writing using familiar vocabulary and sentence structures. Reading skills are less extended.
- Primary students use new vocabulary to create sentences using connective words. The linguistic structure of sentences is, however, often incorrect. Secondary students can compare views by debating with others. They frequently blend masculine and feminine speaking structures.
- As students progress through the phases, their vocabulary expands and their ability to construct longer sentences improves. However, their vocabulary bank remains insufficient to facilitate confident spoken communication or to support extended writing.

For Development:

- Improve students' reading skills.
- Build students' vocabularies to improve their speaking and writing.
- Increase the emphasis on applying accurate grammar in speaking and writing.

ENGLISH

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

- In FS, children make rapid progress in speaking and understanding English. Results in GCSE examinations and progress in Secondary are consistently very good. Most students perform extremely well in progress tests. Older students achieve high standards at AS level.
- Most students use very good reading skills to interpret complex literature, and their literary analysis skills develop consistently through all phases. Speaking and listening skills improve rapidly. By upper Primary, most students are articulate, with a fluent command of sophisticated language.
- A large majority of students write intelligently and review their work. Written analysis is supported by well-chosen quotations. By Year 10, most students construct essays which demonstrate perceptive insight, although occasionally vocabulary is used incorrectly or in the wrong context.

For Development:

- Ensure that students' written work is coherent and accurate, and that vocabulary is used correctly in context.

MATHEMATICS

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

- External and internal assessment data and work in books and lessons indicate that most students in FS, Primary and Secondary achieve well above age-related expectations. Attainment and progress have improved in Primary and Secondary. The large majority of students in the small Post-16 cohort achieve above curriculum expectation.
- Children in FS have secure number skills and recognise and know the names of two-dimensional shapes. Throughout the school, most students use mathematical skills effectively. In Post-16, students have a strong knowledge of statistics and introductory calculus. Students use appropriate strategies when solving increasingly complex problems.

- Very strong leadership has a clear vision and ambition for improvement. Consequently, there is a clear focus on strengthening students' mathematical thinking and independent learning skills.

For Development:

- Build on very strong attainment and progress in Year 12 to ensure that Post-16 outcomes match those in the other phases.

SCIENCE

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

- In FS, most children's achievement is well above curriculum standards In Primary and Secondary, it is a large majority. In Primary and Secondary, a large majority of students make better than expected progress and a majority do so in Post-16.
- Students across the school have a secure understanding and knowledge of scientific concepts, but their practical skills, such as measuring, observing and manipulating equipment, are comparatively less well developed.
- Recently, there has been an increased emphasis on developing the skills involved in the scientific method, such as hypothesising, analysing and evaluating experimental work. This is resulting in rapidly improving outcomes in investigative skills.

For Development:

- Improve the tracking of the development of students' practical and investigative skills across the school.

LEARNING SKILLS

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

- Throughout the school, students are attentive and motivated in lessons. In group work, almost all students collaborate purposefully and communicate their knowledge enthusiastically. Most make very clear connections between their discussions and relate them to their understanding of everyday life.
- Students in all phases demonstrate the ability to take responsibility for their own learning. However, occasionally they do not have sufficient opportunities to lead their own learning or to carry out independent research. Almost all students use electronic devices with confidence.

- In FS, children are always eager to learn, they start the day with very high levels of enjoyment and enthusiasm during their circle time and free play. Children work very happily and interact very well with one another.

For Development:

- Ensure that students have sufficient opportunities to demonstrate their ability to lead their own learning and to carry out independent research.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students display extremely positive and responsible attitudes, with a strong sense of self-discipline and leadership skills. Their behaviour consistently reflects the values of respect, empathy and tolerance.
- Students feel safe, valued and supported both by their classmates and the staff. They have confidence in approaching any staff member when facing challenges, thus fostering strong and warm relationships within the school community. This, in turn, contributes to a positive classroom environment.
- Students display a strong commitment to safe and healthy lifestyles. They enthusiastically participate in a wide range of sports and other activities. Students' punctuality and attendance are excellent. They arrive on time for lessons and at the beginning of the school day.

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

- Students demonstrate secure appreciation and understanding of a range of Islamic values. They accept and embrace diversity in the school community and beyond. They celebrate a number of Islamic events like Ramadan, feasts and the birthday of the Prophet (PBUH). They engage in charitable fund raising.
- Students are appreciative of Emirati culture and heritage and are knowledgeable about some Emirati traditions like welcoming guests. They celebrate national events, such as the UAE National Day. They make visits to places of interest like the Sheikh Zayed Grand Mosque and Al-Fahidi Fort.
- Students are knowledgeable about their own cultures. They give details of their national celebrations, products, climate and demographic structures. However, their knowledge of other world cultures is less secure. A few students know some basic information about some ancient civilisations.

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

- Students participate eagerly in many projects of benefit to the school and wider communities. They are keen to take responsibility and volunteer for the many leadership roles available to them. Students are dedicated and highly successful fundraisers for numerous important local, national and international causes through well supported events.
- Students' work ethic is excellent from the outset in FS. Here, very young children learn to initiate and direct their own activities by applying their 'learning zoo' skills to become 'leading lions' and 'resilient rhinos'.

- Students have a well-developed understanding of conservation and sustainability. Student-led activities have explored and sought solutions for a variety of environmental issues. They have resulted in positive changes such as the plastic-free water filtration system that has been installed at the school.

For Development:

- Extend student's knowledge and understanding of other world cultures.

03 TEACHING AND ASSESSMENT

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

- Most teachers have very good subject knowledge, which they draw on when planning lessons and when using a broad range of stimulating resources. Throughout all phases, teachers have high expectations. They set a purposeful pace in lessons and encourage students to discuss topics in groups.
- Teachers encourage students to think in depth about their learning through open and challenging questions. They deliberately develop critical thinking and higher order problem-solving skills. Teaching is most effective when tasks are related to everyday life, leading to the realistic application of skills.
- Since the previous inspection, there have been significant improvements in teaching in Secondary and Post-16. Lessons now include targeted activities that meet the differing learning needs of students. However, higher ability students are not always challenged to work independently.

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

- Assessment processes are closely matched to the curriculum. They provide comprehensive, reliable and valid measures of students' attainment. Internal assessments are effectively benchmarked against external assessment results and provide accurate measures of students' progress.
- The systematic gathering and comparison of a range of internal and external data is a strong feature, as is the monitoring of progress over time for all groups of students. The consistent monitoring of progress in all phases and subjects is a strong feature.
- The gathering and analysing of data has improved since the previous inspection and provides a rich seam of information for teachers and middle leaders to use. Focused feedback, which offers students advice regarding improving their work, is inconsistent.

For Development:

- Ensure that teachers challenge higher ability students more consistently to promote more independent, higher order thinking skills.
- Ensure that students across the school are offered regular guidance on the steps needed to take their learning forward.

04 CURRICULUM

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

- The curriculum is closely aligned with the requirements of the English National Curriculum and the requirements of the MoE. It is reviewed regularly to ensure continuity and progression. The curriculum in FS is creative and engages and excites the children.
- The planning of the curriculum meets the needs of most groups. All students know the full expectations and purpose of their learning. The school provides an alternative pathway for students through a vocational programme.
- Procedures for transition into Post-16 have improved. The school has a new curriculum delivery model for Arabic which is having a positive impact on the development of students' literacy skills.

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

- The curriculum, in all phases, is modified very effectively to provide suitable challenges to different groups, including students of determination and those with gifts and talents. It promotes students' independent learning, critical thinking and problem-solving skills in most subjects and phases.
- The school provides a very extensive range of opportunities for students to develop their varied talents. It enables students to gain and use a wide range of innovation skills.
- The curriculum promotes students' understanding of Emirati culture, society and heritage. Student ambassadors in Arabic and Islamic Education lead assemblies. Students develop understanding through assemblies, and the celebration of important events in the Muslim and Emirati calendars.

For Development:

- Fully embed the new curriculum for Arabic.
- Fully implement new strategies to improve literacy skills in Arabic and ensure that these skills are transferable to support learning in Islamic Education.

05 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

- Rigorous policies, systems and practices ensure the safety and protection of students and staff. Supervision is highly visible and effective. School transport is carefully organised and supervised. Regular fire and safety drills are conducted and comprehensively documented. They are very effective in ensuring the safety of all.
- Buildings are clean, hygienic and well maintained. They provide a safe learning environment for almost all groups of students.
- The medical teams, counsellors and student wellbeing ambassadors promote and monitor the physical, emotional and mental health of students very effectively. The school, in conjunction with parents, promotes exercise and healthy lifestyles, affirming and supporting the students' own healthy food choices.

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

- Exemplary behaviour and strong relationships between staff and students permeate the school. This continues throughout break times. Students are punctual in settling back quickly to learning. Excellent attendance across all phases now includes FS, which was an area for improvement.
- The rigorous identification of gifted and talented students, along with the use of data to support teachers, extends students' thinking and challenges them appropriately in most lessons. Further support for gifted and talented students is provided in the performing arts and sport.
- An alternative pathways programme supplements the effective personal care and highly effective careers guidance for secondary students. Interventions are planned well and support students of determination in making the best progress in most, but not all, lessons.

For Development:

- Ensure consistency in the support of students of determination in all subject areas, particularly in Islamic Education and Arabic.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- School leaders ensure an inclusive ethos with high expectations, strong policies and effective action planning. A committed team collaborates well to ensure that inclusive provision is usually effective. However, some inconsistency in practice restricts the progress of a minority of students.
- Effective identification procedures are enhanced through links with external specialists. Teachers know their students extremely well, informing interventions and support which are usually matched to students' needs. Assessment is not always evident within students' workbooks, although stickers for their individual education plans (IEPs) show that learning targets have been met.
- Strong partnerships with parents have been systematically developed. Communication is highly effective. Through easy access to an informal open-door policy, as well as a series of well-planned formal reviews, parents are consistently kept fully aware of their children's progress and targets.
- Modified curriculum planning aligns well with students' needs and lesson objectives. Students learn at their own pace and progress from their clearly defined starting points. Alternative pathways support the development of life skills from lower Secondary. On occasions, inconsistent personal support restricts independence and development of learning skills.
- Assessments show that nearly all students are making at least the expected progress in relation to their IEP targets. Most are exceeding their targets because of effective curriculum modifications. However, assessment procedures for students of determination and the gifted and talented are not always consistent across the school.

For Development:

- Ensure consistency of support for all students of determination and the gifted and talented in all subjects.

06 LEADERSHIP AND MANAGEMENT

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

- The school's leaders fully embrace the mission of inclusivity and success for all. They exhibit a thorough understanding of the curriculum and incorporate best practices for students' outcomes. Communication within the school is open, respectful and collegial, fostering a friendly atmosphere and high staff morale. Leaders express a willingness for improvement and collaborate to bring about positive changes. Their effectiveness is evident both in the growth of the school and the support provided for students to achieve high outcomes.
- The school makes use of diverse data to inform self-evaluation and guide future planning, leading to cohesive improvement plans with clear success criteria and timelines. The positive impact of these plans is now evident. The monitoring of teaching is more robust, with a concentration on students' outcomes and the development of consistency in teaching across the school. The school's sustained improvement is reflected in uplifted judgments over the previous three inspection cycles.
- The school excels in involving parents in their children's education through the Friends of Horizon International School (FOHIS) parent group. The communication between the school and parents is transparent and respectful, with prompt responses to concerns. Parents appreciate the comprehensive and accurate reports on their children's academic, personal, and social progress. The school actively fosters connections with the local and wider community as part of its ongoing development.
- The governing board is representative of most stakeholders. It does not, as yet, include a student representative. Since the previous inspection, the board has improved its processes for holding leaders to account for the school's performance. The board contributes significantly to the school's direction with a current focus on facilities and resources, particularly for the developing senior school.
- The day-to-day management of the school is effective, and the school runs smoothly. Teachers are appropriately deployed to offer a variety of courses that meet the needs of students, especially with the growing numbers of subjects in Post-16. The premises are of high quality, providing the learning spaces that are needed for the school. However, full access for all members of the community remains limited. The resources throughout the school are used well to support students' learning.

For Development:

- Ensure consistency in teaching through the sharing of the most effective teaching practices seen in the school.
- Ensure consistency in planning by linking subject improvement plans more closely with the whole-school improvement plan.
- Ensure that the lift access to the upper floors is completed without undue delay.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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