



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Horizon Private School Branch

Academic Year 2016 – 2017

إقرأ

Horizon Private School - Branch

Inspection Date	October 31, 2016	to	November 3, 2016
Date of previous inspection	February 2, 2015	to	February 5, 2015

General Information	
School ID	006
Opening year of school	2008
Principal	Amal Shahine
School telephone	+971 (0)2 556 0811
School Address	Khalifa City A, Street 26, Abu Dhabi
Official email (ADEC)	horizonbranch.pvt@adec.ae
School website	http://horizonprivateschool.com
Fee ranges (per annum)	Average to High Category: AED 22,000 – AED 41,300
Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	SAT; MAP; AP; TOEFL
Accreditation	AdvancEd

Students		
Total number of students	1990	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	543
	Primary:	1052
	Middle:	272
	High:	123
Age range	4 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Boys and girls	
% of Emirati Students	57%	
Largest nationality groups (%)	1. Jordan – 9%	
	2. Egypt – 8%	
	3. USA – 5%	
Staff		
Number of teachers	141	
Number of teaching assistants (TAs)	22	
Teacher-student ratio	KG/ FS	1:15
	Other phases	1:20
Teacher turnover	22%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	118
Number of joint lesson observations	5
Number of parents' questionnaires	275; return rate: 14%
Details of other inspection activities	The team conducted several meetings with senior staff, teachers, support staff, students and parents. They analysed external and internal assessment results, scrutinised students work and considered many school documents. The leadership team was fully involved throughout the process and senior leaders conducted joint lesson observations with inspectors.

School	
School Aims	'Our school aims to empower learners with 21 st century skills and tools required to shine in this ever-growing work environment.'
School vision and mission	'Horizon Private School is committed to preparing distinguished citizens who honour their national identity, maintain personal growth, and strive for academic excellence. We want our students to become life-long learners and make a difference in this challenging global environment. Our vision is to create independent lifelong learners who: • Are able to cope with all life stresses and deal with future challenges.



	• Dare to be themselves and believe in their own identity. • Thrive with positive thinking and have passion towards making a better change in the world. • Pronounce failure as a setback for success and embrace mistakes as opportunities for learning. • Perceive struggle as a valuable price for self-improvement and self-investment.
Admission Policy	Admission to KG is non-selective. Admission at Grade 1 and above is by interview and basic skills test.
Leadership structure (ownership, governance and management)	The senior leadership team (SLT) includes eight senior staff including the principal and vice principal as well as five section heads and the senior administrator. The 11 middle leadership team includes 10 subject heads and an academic coordinator. There is a School Board of six that includes: the Head of Board; school principal of Horizon school American curriculum; school principal of horizon school MoE curriculum; owner representative; schools' finance manager; parent representative.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	2	0
Specific Learning Disability	12	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	6	0
Physical and health related disabilities	175	0
Visually impaired	0	0
Hearing impaired	3	0
Multiple disabilities	10	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND A	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

This is a good school with some very good aspects. The attainment of students is good overall and very good in English. Most students in Grade 12 perform at the highest level in their Advanced Placement tests and their SAT assessments. The behaviour of students is very good. They have an excellent work ethic and enjoy harmonious and respectful relationships with their peers and with adults in the school. Teaching and assessment are good. Teachers plan their lessons effectively, ensuring learning activities that most students find interesting and challenging. Students see the relevance of their learning to the world in which they live.

The curriculum offers wide range of extra-curricular activities reflecting students' interests as well as curricular choices, especially in the higher grades. The school has a caring and inclusive ethos that encourages students to be tolerant and understanding of difference. The provision for students with special educational needs or who are gifted and talented are in their early stages of development. School leaders show a commitment to ensuring that each student is challenged to excel whatever their level of ability. School leaders have effective procedures for monitoring teaching and learning and promoting improvement. The school's buildings and resources are good and are deployed appropriately.

Progress made since last inspection and capacity to improve

The principal, Board and senior leaders demonstrate a determination to bring about continuous improvement and this has resulted in significant improvements since the last inspection. Critically, teaching and learning have improved across the school. This has been achieved by targeted professional development, regular opportunities for teachers to learn from their peers and rigorous monitoring of teaching and learning. In all classes, teachers now explain the learning objectives, build on student's prior learning and seek to challenge most students. Teachers regularly use group leaders in learning who use these opportunities to develop their leadership skills.

The curriculum in KG has been further developed so that children enjoy their learning and respond to planned activities with enthusiasm. Children in KG do not yet have sufficient opportunities to exercise choice over activities or use of resources during the school day.

The procedures for the observation of teaching and learning have been reviewed and strengthened. There is now an appropriate emphasis on observing learning and an awareness of the extent to which students are making progress. Middle

management has been strengthened; a few subject coordinators in the primary school still have oversight of over 40 classes.

The school has enhanced the quantity of reading materials and digital resources in both libraries to facilitate research activities, the development of literacy skills and reading for pleasure. Resources such as magazines and newspapers are not yet available to students. The oversight of school's performance has been enhanced and the current Board of Governors meets regularly to hold school leaders to account. The schools' leadership demonstrates a very good capacity to bring about further improvement.

Development and promotion of innovation skills

The school provides an environment that encourages and supports innovation; there is no formal process for overseeing this aspect of its work. This is a self-reflective school that is aware of its responsibilities to promote the innovative culture of the UAE and the wider world. An example of this was observed in Grade 2 where a teacher had applied existing technologies to devise a quick and reliable way of assessing student understanding. Using 'QR' (Quick Response) barcodes the teacher uses a smartphone to quickly scan student responses to key elements of the set learning objectives. This provides an accurate summary of understanding for the whole class and a baseline for future scans.

The school is on track to introduce ADEC's Student Competence Framework in 2017. This provides a strategy by which the school can systematically enhance learners' competence in the essential skills they need as innovative, creative and original thinkers who can face the demands of fast paced life in the 21st Century. The school is well-advanced in the process of introducing paperless administration. To allow a rich range of extra-curricular activities to take place normal curriculum times are modified slightly on one day during the week. During the last session on a Wednesday all students take part in interesting and exciting cultural, sporting and academic activities.

Students take part in a wealth of innovative, entrepreneurial and environmental activities such as: a 'Recycle-Reuse-Reduce' initiative; reading, biography and library skills competitions; 'Save Water Week'; science fairs; 'The Leader in Me' programme. The libraries provide a hub for students to exhibit their work for parents and other students in a series of regular 'Gallery Walks'.

The inspection identified the following as key areas of strength:

- the commitment of the school leadership to continuous improvement and the progress made since the last inspection
- the achievement of students in the high school phase particularly in their AP and SAT tests
- the courteous behaviour of students and the respect shown between all members of the school community
- the curriculum choices available to students in the higher grades and the wide range of extra-curricular clubs
- students very good English skills as shown in their ability to communicate effectively inside and outside of the classroom.

The inspection identified the following as key areas for improvement:

- attainment and progress in all core subjects
- consistency of opportunities for critical thinking across all subjects
- the curriculum in KG and children's opportunity to choose their own activities and resources
- identification and support for students who are gifted and talented.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Good	Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Very Good	Very Good	Very Good

A large majority of students enter KG having had little exposure to English. Attainment and progress are good in every subject except Islamic education, Arabic as a second language and social studies, where they are acceptable. Attainment and progress in English is very good. Students who have special educational needs or additional learning needs make similar academic and social progress to that of their peers and very good progress against targets set in their Individual Education Plans (IEPs). Students who are considered gifted and talented, although not yet formally identified, make good progress. Opportunities for accelerated progress are available through the Advanced Placement (AP) programme and this shows outstanding achievement for the more able students. Measures of Academic Performance (MAP) scores in English, mathematics and science show that students make good progress when measured against international benchmarks. Progress increases as students reach Grades 9 to 10 when it is very good.

Attainment and progress in Islamic education is acceptable overall, and in line with the curriculum standards. Attainment is good in KG1 where students enjoy their lessons. Young children in KG know about hygiene and how it is related to good Islamic values. In Grade 2, most students name the six pillars of faith. Students in grade ten can name some of the famous women in Islam and their role in promoting Islamic values throughout many generations. The progress made by different groups of students shows little variation from that of the whole school.

Attainment in Arabic as a first language in KG, primary, and middle is good, and in the high school is acceptable. In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills, and understanding that above curriculum standards. Most children in KG, demonstrate good knowledge and understanding of the alphabet. In primary, the majority of students demonstrate knowledge and understanding how to use their vocabulary in speaking and reading, applying correct grammatical rules. For those students learning Arabic as a second language, attainment is acceptable overall. Non-native students understand words, and simple sentences and the majority of them are able to use their new skills to carry out short conversations. In the Grades 6-9, the large majority of students have confidence in speaking and reading and they use an appropriate range of vocabulary when explaining their ideas. Most respond to questions using standard Arabic. By the time students reach the high school phase, their progress in the language is less evident.

The attainment and progress made by students in social studies taught in Arabic is in line with MoE curriculum expectations. Most children from KG onwards demonstrate secure understanding in their learning about the heritage, values and culture of the UAE. In Grade 3, most students have a secure knowledge about flag day as a celebration day and how it demonstrates commitment to the UAE's history and

national identity. Most students in the middle school have insufficient knowledge of the UAE's place in the wider world. Social studies delivered in English provides a richer international and environmental content. Students discuss significant global issues and their studies are often integrated into other curriculum areas such as science and English. As a result, most students have good knowledge about energy saving and its consequences to natural resources.

Attainment in English is very good overall. Most students in Grade 12 achieve very good results in their SAT's with 82% achieving above the 400 mark in writing and over 64% in critical reading. The majority of students at all grades make very good progress in all four language skills, reading, writing, listening and speaking. They quickly acquire a facility to communicate effectively and this supports their progress in those subjects taught in English. By Grade 5 a few students have developed outstanding skills that enable them to present complex ideas about the discovery and development of calculus fluently and with great confidence. In Grade 9 students can argue a case with grace and conviction.

Attainment and progress are good in mathematics for younger students, while they are outstanding in the high school phase, where a large majority of the students are attaining levels that are above the US curriculum standards. In Grades 10-12 students are achieving levels which are high by international standards measured by MAP tests. For example, in Grade 10 students accurately sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions. SAT results show that of graduates in 2016 performed better than US norms with 94% achieving 400 or above in mathematics. Students taking AP classes achieve outstanding results. This is building strong foundations in younger grades, as majority of students in KG, primary, middle phases show a level of understanding which is above curriculum standards. For example, in Grade 2 students are learning about the different ways to represent numbers using appropriate mathematical language and could represent it by using symbols and simple diagrams.

Students' attainment in science is good overall. KG children demonstrate good levels of understanding about their environment, and the world outside the classroom. In almost all primary school lessons, students reach at least an acceptable standard of observation skills and learn to use appropriate recording methods. Standards rise as students move upwards through the grades. Levels of attainment in the upper grades are very good and above curriculum and international standards. Progress in science is good overall. This is helped by students' confidence in spoken English. Students benefit from seeing how what they learn in science relates to real world issues and in particular global environmental issues.

Students attain well and make good progress in other subjects on the school curriculum. They enjoy their French classes and make good progress gaining a useful vocabulary and understanding of conversational French. Music classes are supporting students who wish to play as part of a band. Physical education (PE) classes ensure that younger students maintain a level of basic fitness and those gifted in sports improve their skill levels.

Students across the school develop very good learning skills. They listen attentively and follow instructions promptly. They work exceptionally well in groups. They listen to each other's contributions without interruption, contribute their own ideas and accept the support of their group leader. When required they work alone to complete work without direct supervision from an adult. Independent learning skills are less well enhanced in KG classes, where children have less opportunities to make independent choices about pursuing their own interests and ideas. In the higher grades students, are not provided with sufficient challenging opportunities to undertake collaborative research. The application of students' learning to the real world is good. In a Grade 6 class, students discussed the use of natural gas as an alternative to gasoline in Abu Dhabi. Science lessons from KG upwards frequently encourage students to adopt healthy life-style choices. Teachers place a strong emphasis on the development of scientific method. Students develop good skills in hypothesising, testing, and basing conclusions on observed evidence.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Good	Very Good	Very Good
Students' personal and social development is very good. Students enter classrooms ready and willing to work; they expect to enjoy their learning and are generally				



enthusiastic learners. Student behaviour at all grades is very good in lessons and around the school. Most students show good levels of self-discipline. No bullying is evident in the school. Most students are sensitive to the needs of others; they show tolerance and acceptance of difference. Relationships are very good throughout the school. Staff and students interact in a harmonious manner and treat each other with respect. Almost all students are aware of what contributes to a safe and healthy lifestyle. The large majority of students bring healthy snacks for their recess and talk knowledgeably about the benefits of natural foods and exercise. The attendance rate is 96% and good overall. Attendance in KG at 93% is acceptable and improves as students get older. Almost all students are present for the morning assembly and they arrive promptly for their lessons.

Most students have a good understanding of Islamic values. Students make good use of the prayer rooms and the routines they should follow. At their own level almost all students can explain how their faith relates to their everyday life in the UAE. Students can understand the value of 'zakat' (charity) in a world where many go hungry. Students show a great respect for the singing of the national anthem and have a developing understanding of the national flag as a symbol for national identity.

Most students are developing a very good understanding of their personal responsibility to build a cohesive and caring community. Most are careful not to drop litter and will pick up any litter they see in the shared areas. They use the recycling bins well. They keep their classrooms clean. Students are keen to volunteer for leadership roles in the classroom, in clubs or in other school wide activities. Students' involvement in volunteering work within the community is more irregular in the primary school. Almost all students are keen to put their classroom learning into practice within their own school community. Most students have a strong work ethic and are keen to do well at school.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

The quality of teaching is good and has improved since the last inspection. There is almost no weak teaching in the school. Teachers in all subjects know their subjects very well and have the knowledge and skills to employ effective learning strategies with which to engage their students.

Lesson planning is good and a consistent format is used across the school. Lesson objectives are shared with the students and in the better teaching these are used to review progress during and at the end of lessons. Within most lessons, teachers plan a range of activities, which involve an element of choice and independent as well as collaborative learning. This is less marked in KG classes. Group learning is generally effective. Students understand the 'rules' of group work. They listen to each other's contributions; undertake a variety of roles including, scribe and reporter; and they negotiate their outcomes. An example of this was observed in one Grade 9 lesson, where 'ambassadors' from each group rotated between their neighbouring groups to share learning. In most of the lessons the teachers enjoy good relations with the students. Teachers' use of questioning is good of the school. In KG, a minority of teachers rely too heavily on whole class questioning which rarely results in any meaningful dialogue. Teaching assistants are not always used to the best effect in supporting children's choice and independence.

In the higher grades, students are confident when discussing and justifying their answers. Teachers create an atmosphere where students are able to present their views in a mature and considered manner and are listened to with respect. In most classes teachers plan to meet the needs of three broad ability groups through modified, core and extended activities. This is not consistently the case with the result that more able students are not sufficiently challenged. Most teachers use questioning to test thinking as well as check learning. This is less evident in Islamic education and social studies taught in Arabic.

Internal assessment procedures are secure. Students are assessed regularly to measure their progress through the curriculum. In Grade 2, innovative strategies are being used to provide a more accurate picture of what students have learnt during a lesson. Internal, formative assessments are put alongside the regular international

benchmarks provided by the MAP testing (Measures of Academic Performance) to provide a fuller picture of progress by grades, classes and individual students. Teachers routinely use the information to match their lesson plans to the needs of different groups of students. In a minority of classes this intention to differentiate learning activities is not realised in practice. Teachers demonstrate a good understanding of students' strengths and weaknesses and in their marking of work regularly provide encouragement and guidance about how to improve.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Good	Good	Good

The curriculum overall has a clear rationale and the school follows the Virginia State Common Core Curriculum. KG classes provide a range of active, structured and purposeful learning activities. Children in KG enjoy their learning but have too few opportunities to make choices about activities or resources. Provision in the primary and middle grades closely follows the school's stated curriculum. In the higher grades, numerous elective subjects enhance the choice available to students. Lessons are planned effectively in order to ensure that learning builds on the scope and sequence of students' prior achievements. Links between the content of different subjects are a notable feature of many areas of the curriculum. For example, science lessons were noted to build environmental and health awareness, mathematics alluded to architecture, and an English lesson discussed Newtonian physics. There are frequent references to local circumstances and to the culture and heritage of the UAE. Provision for the academic and personal development needs of most students is good, including those with SEN and those who are of higher ability.

The curriculum is reviewed annually by subject leaders and teachers from each year group. The school reflects on the results of internal and external testing to make minor adjustments to the curriculum in order to make the curriculum more relevant to students living in the UAE.

The school offers a broad range of additional subjects that successfully enhance student learning. French, music and art are popular with younger students. Older

students can opt for history, ethics, psychology as subjects that contribute to their eventual graduation. English classes are provided for students planning to apply for English speaking universities in which students perform at a very high standard. Very effective time-tabling in the high school phase, enables the school to offer AP classes in Calculus and the three sciences. There is a rich programme of over 50 different after school activities last period on a Wednesday in which all students are involved. Normal curriculum times are modified slightly in order to allow this to take place. Programmes of study help to develop students' appreciation and knowledge of the heritage and traditions of the UAE. A good range of cultural artefacts and display items reinforces students' understanding of the country in which they live.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Very Good

The care, welfare and safeguarding of students, including child protection is very good. There are very effective procedures for safeguarding students. A caring ethos of the school realises itself in a cohesive community. When students arrive in the morning they are relaxed and enjoy their social contacts. The school behaviour policy supported by the use of a class management and communication system in Grades 1-5 is successful in enabling students to monitor their own behaviour inside and outside the classroom.

The school's campus is secure. The buildings present a challenge for the maintenance team and the principal and Board are committed to ensuring all faults, however minor are dealt with quickly. Records are kept meticulously. The school buildings are kept very clean with a very good state of hygiene. The students themselves do much to ensure classrooms and shared areas are kept free of litter. There are three lifts and ramps at all entrances and exits so that students, staff or visitors with impaired mobility have full access to nearly all the site. The school's canteen supports students in their search for healthy food options.

The school's arrangements for promoting good attendance and behaviour are effective. Provision for students with special educational needs was initiated in 2014 as a response to the school's growing intake and a desire by the principal to meet the needs of all students and provide an inclusive learning environment. Currently the school employs two specialist teachers one who carries out in-class support and another who supports individuals or small groups in the Learning Resource Base. They are supported by a well-qualified and experienced consultant who spends two days a week in the school.

The school has identified 39 students who need additional support. They operate a 'three stage' approach that provides differing levels of support depending on need. Those students at the highest level of support are provided with Individual Education Plans (IEPs) which detail the necessary in-class modifications needed and set targets for small step improvements. IEPs are agreed with parents and fully supported by class and subject teachers. Almost all students receiving additional support make good progress towards their IEP targets and are fully integrated into the life of the school. The school has successfully enabled several students to move from the special support programmes following specialist interventions in the school. The school's identification and provision for students who might be gifted and talented is not as well developed. Students, and their parents, receive very good guidance when a transition between sections of the school approaches. Parents and students receive well-informed guidance about selecting options and when considering their choice of university.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
Leadership and management is good. The principal and Board have provided clear direction for the school. The principal, together with her senior leadership team (SLT)	

set high expectations for the teaching team. Most teachers have responded to their expectations by ensuring their lessons are interesting and challenging. Relationships within the school are harmonious and supportive. Staff morale is high. Subject heads provide their departments with reflective leadership putting the interests and needs of students at the heart of planning. The school endeavours to provide an inclusive ethos which will be further enhanced when the provision for students with special educational needs and those who may be gifted and talented is improved. Teachers recognise that there are students who are more able than others and that a few have exceptional talents. The needs of these students are currently met through extensions to the curriculum.

The school's evaluation of its own performance has drawn on the views of all key stakeholders. The school has correctly identified strengths and weaknesses in its performance; its grading of some aspects of its performance was over generous. It used its own analysis together with recommendations from the previous inspection to build an effective development plan. A school improvement group has been established to monitor progress and the plan. As a result, many of the planned actions have been completed successfully. The leadership of the school has demonstrated a strong commitment to continuous improvement since the last inspection. As a result, standards across the school have risen and there is a very good capacity to develop the school further.

The school has developed good partnerships with its parents and the community. Parents reported that the school communicates with them in a variety of ways which ensures they have access to up-to-date information about their child's curriculum and the progress made. In the first two months of the 2016-2017 academic year parents had viewed content on the school's web-portal over 23,000 times and conducted many productive 'conversations' with class teachers. Parents are regularly involved in the activities of the school. The school's open door policy and the accessibility of the Principal and teaching staff is appreciated by the parents. The school supports and promotes a wide range of community and national partnerships. These include artistic, academic and sporting partnerships. The school has successfully promoted excellence in its sporting and scientific contacts. Gifted soccer players in Grades 4 and 5 have benefitted from coaching with some of the European Football clubs.

The Board meets regularly to assess the performance of the school but entrusts the day-to-day management of the budget to the principal. The school operates very smoothly on a day-to-day basis and there are sufficient staff to meet all curriculum requirements effectively. The premises provide an attractive learning environment inside and outside. Corridors provide wide a stimulating learning environment as well

as colourful displays of life in the UAE. Resources are adequate and effectively allocated. There is insufficient use of digital resources in classes. Libraries are comfortable and attractive learning environments; there are too few materials such as magazines, newspapers and audio resources in both Arabic and English.

What the school should do to improve further:

1. Continue to raise attainment and encourage progress in all core subjects by:
 - i. ensuring lesson planning delivers activities which are modified to meet the needs of all students
 - ii. extending opportunities for critical thinking so there is consistency across all subjects and especially Islamic education and social studies taught in Arabic
 - iii. supporting more able and academically gifted students by providing more open-ended, student directed research opportunities
 - iv. strengthening the provision for students with special educational needs.
2. Continue to improve the curriculum in KG by:
 - i. providing greater opportunities for children to make choices about activities and resources
 - ii. reviewing the deployment of teaching assistants so that they are more clearly involved in the teaching and learning process.
3. Improve provision for students who are gifted and talented by:
 - i. establishing formal school policy and procedures for the identification of G&T students
 - ii. ensuring that progress of those with exceptional talents is addressed more consistently to ensure an appropriate level of challenge.