



المعرفة
Knowledge



HARTLAND INTERNATIONAL SCHOOL - FZ

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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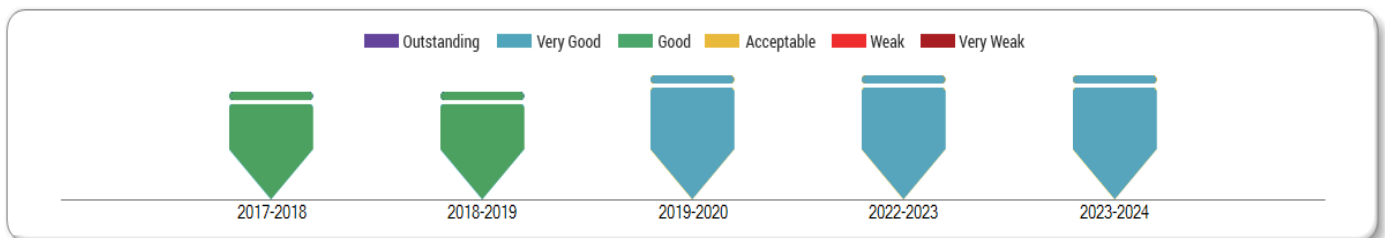
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Nad Al Sheba
	 Opening year of school	2015
	 Website	hartlandinternational.com
	 Telephone	97144079444
	 Principal	Fiona Cottam
	 Principal - date appointed	1/6/2016
	 Language of instruction	English
	 Inspection dates	13 to 16 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1 - Year 13
	 Number of students on roll	1629
	 Number of Emirati students	36
	 Number of students of determination	56
 Largest nationality group of students	UK	
 <p>TEACHERS</p>	 Number of teachers	146
	 Largest nationality group of teachers	British
	 Number of teaching assistants	45
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GCSE, A-Level, BTEC
	 Accreditation	BSO

School Journey for HARTLAND INTERNATIONAL SCHOOL - FZ



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

- Students' achievement in English, mathematics and science are very good, except in science at Post-16 where attainment is now good. The progress of children in the Foundation Stage (FS) in English is outstanding. Students' achievement in Islamic Education and Arabic as an additional language is acceptable. In Arabic as a first language students' progress is acceptable, but their attainment is weak in Secondary and at Post-16. Students learning skills are at least very good across the school.
- Students demonstrate outstanding attitudes to learning, with exemplary behaviour, motivation and respect. Relationships between students and their teachers contribute to the friendly, harmonious environment. Students engage in shared values between the school and Islam, participating in charity work and cultural events. Environmental awareness is embedded through activities to reduce waste and water. Students exhibit skills of leadership through committees, presentations, financial literacy and community engagements.

Provision For learners

- Teachers show strong subject knowledge and understanding of how students learn best. Lessons are structured with clear objectives. Individual needs are met in the most effective lessons through support and challenge. High expectations and questioning develop students' critical thinking skills although their independent learning skills are less well developed. Assessment processes have improved because teachers are using assessment outcomes to engage students more effectively and, especially in self-assessing their learning.
- The curriculum is broad, balanced and follows the National Curriculum for England (NCFE). It does not fully meet the Ministry of Education (MoE) requirements in Arabic. Planning is well-structured, enabling smooth transition and progression for most. Students are prepared well for their next stages of learning and cross-curricular links are developed. The curriculum lacks consistent modification to ensure the full engagement of all students, particularly in Islamic Education and Arabic.
- The school has a comprehensive child protection framework with training for staff to ensure vigilance. Regular reviews and drills contribute to security. Healthy living permeates the curriculum. The impact is seen in students' food choices and participation in activities. Inclusion systems identify and provide very effective support to most. Student wellbeing has high priority with close monitoring and counselling providing effective support.

Leadership and management

- Leaders have established a shared vision with emphasis on care, wellbeing and high standards. Thorough evaluation identifies the school's strengths and where improvement is required. The school has been very skilful in encouraging active parental participation. Governance represents stakeholders but does not yet must fulfil a more critical role. Resources are updated consistently to enhance teaching and learning.

Highlights of the school:

- The outstanding progress in English and learning skills in FS.
- Students' personal development, sense of social responsibility and innovation skills.
- The excellent design and implementation of the curriculum.
- Outstanding health and safety and care and support for students.
- The excellent partnerships with parents and the community.

Key recommendations:








- Ensure consistently effective teaching practices so all students achieve well, particularly in Islamic Education and Arabic.
- Ensure that in lesson planning teachers make full use of assessment information to match learning activities to the needs of students.
- Establish and regularly review, measurable interim targets in the school's improvement plan to ensure consistent progress towards the school's goals.



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	Weak	Weak
	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
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Very good	Good ↓
	Progress	Very good	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	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Very good	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	Good
Management, staffing, facilities and resources	Very good

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	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- Students improved their Progress in Reading Literacy Study (PIRLS) scores between 2016 and 2021 and exceeded the school's target, with progression rated as outstanding. No Emirati students were in the PIRLS sample.
- In benchmark tests, students have sustained their very high scores in English, mathematics, and science over the last two years. Progress is now very good in English and mathematics, and outstanding in science. Emirati students achieved good levels of progress in English and mathematics and very good progress in science.

C. Leadership: International and Emirati Achievement	Very good	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Acceptable

- The school introduced the New Group Reading Test (NGRT) assessments at the start of the 2021-2022 academic year. The school's own analysis of the results indicates that the reading ages of students in Primary rose in line with their chronological ages. In Secondary, the reading ages of targeted students improved with more reading in line with age expectations. In English, mathematics and science, students' understanding of subject-specific vocabulary has been a focus of general reading support in lessons.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Embed the reading literacy strategy to ensure improved student competency reflected in NGRT results.
- Implement plans to improve Emirati students' reading literacy to the level of other students.

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 Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

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

- Wellbeing is at the heart of the school's ethos and culture that support a very positive and nurturing environment in which students and staff can thrive. The wellbeing policy underpins an extensive programme to support a vibrant and harmonious school community. Leaders have a comprehensive understanding of wellbeing needs based on survey data and informally gathered information from teaching staff, students, and parents. This information is used to inform improvement planning and ongoing professional training needs.
- The school's wellbeing vision is promoted by all stakeholders including students who are fully supportive. Parents know their children are safe and well supported by skilled and trusted adults. Students and staff are alert to wellbeing needs and referral pathways mean effective interventions are put into place. Staff are delighted with the comprehensive induction and guidance which they receive; they say they feel appreciated and highly motivated to do their very best.
- Although curriculum programmes are well-adapted to promote wellbeing, they are not yet mapped to provide a clear picture of their scope and progression. Wellbeing initiatives are many and embedded across the school. They are successful in motivating students to develop their resilience and in taking increasing responsibility for their own wellbeing. They understand how to keep themselves safe including when online. Almost all teachers are successful in prioritising wellbeing and creating classroom environments where students show very high levels of happiness and connection to their school community.

For Development:

- Improve the curriculum mapping of activities so that there is a clear picture of wellbeing scope and progression.

UAE Social Studies and Moral Education

- Moral, social and cultural studies (MSCS) is delivered throughout the school. The school's extension to the FS classes began this year with an FS champion supporting its transition.
- Standalone lessons are delivered from the FS to Secondary. The demands of external examinations mean that senior students study the subject on a rota basis termly, and Post-16 students are provided with additional learning resources for self-study. Progress is judged against students' written work. There are good links to the UAE and students' knowledge of its leaders.

Arabic in Early Years

- The school offers Arabic for all children in FS for 50 minutes per week. The curriculum is aligned closely with the Early Years' approach as an introduction to Arabic. It focuses on the communication skills required for transition to the next phase. There is one Arabic teacher in FS who applies the school's assessment methods to evaluate children's achievements.



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 are achieving in line with curriculum expectations. In Primary, students acquire the knowledge of historical facts and the Pillars of Islam and Iman. In Secondary and Post-16, students analyse the divine revelations but show noticeable gaps in their knowledge and ability to justify their views.
- Arabic speaking students show stronger memorisation of the Holy Qur'an than non-Arabic speakers. Students' understanding of the Holy Qur'an and knowledge of Seerah and Fiqh is slowly developing, especially in upper Primary. However, the accuracy of recitation, knowledge, and application of Tajweed rules are underdeveloped.
- The school has recently focused on practicing recitation skills at the beginning of lessons and using online platforms to support learning. Nevertheless, these developments are not yet sufficiently embedded to impact on students' outcomes.

For Development:

- Improve students' recitation, knowledge and application of the rules of Tajweed.
- Challenge students to respond to questions with evidence from Holy Qur'an and Hadith.

ARABIC AS A FIRST LANGUAGE

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

- The more able students are progressing slower than other groups of students. Students' speaking and reading skills in Primary are relatively stronger than other phases. Girls' attainment is marginally better than the boys especially in the upper year groups in Primary.
- Students' rates of progress are variable across the school. They have adequate listening skills. In Primary, students' speaking and reading skills are acceptable. However, speaking skills using modern standard Arabic, reading comprehension, and creative writing skills, are weak in Secondary and at Post-16.
- Teachers are now planning to engage students more by providing tasks, work sheets, and activities. In spite of this, these actions are not purposefully planned to follow the curriculum, nor implemented to meet students' linguistic needs and their level of challenge.

For Development:

- Improve students' use of modern standard Arabic and their reading and writing skills.
- Ensure that in all lessons, learning activities meet the linguistic needs of all groups of students.
- Ensure that the whole MoE curriculum content and topics are delivered in Secondary and Post-16.

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 Secondary, the girls are making slightly stronger progress than the boys. Students' achievement in the lower year groups in Primary is more rapid than in the upper year groups. The progress of different groups of students is variable across both phases.
- Students' listening skills in Arabic are limited due to the amount of English used in classes. Their reading of the pre-learned words and phrases are adequate. However, reading comprehension and independent writing skills are less well-developed. Students' speaking skills are inconsistent across the year groups.
- Learning activities in lessons are beginning to engage students more actively, although teachers are still refining how to align these strategies with students' language needs.

For Development:

- Improve students speaking and reading comprehension skills.
- Ensure that learning activities, and levels of challenge match students' abilities and years of learning Arabic.

ENGLISH

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

- Across the school, students' achievement is above the curriculum standards. Students' command of key skills in grammar and textual analysis is evident in their written work, particularly in Secondary. Students' speaking skills are stronger at Post-16.
- Students' written work demonstrate the use of a wide vocabulary and varied sentence structures. Reading skills have improved in Primary. Oracy is strong in Secondary and by Post-16, a majority of students exhibit mastery of spoken English.
- The reading activities for students during the tutorial lessons are providing opportunities for them to make rapid progress in their reading. This is particularly evident in lower Primary.

For Development:

- Offer opportunities for all students, especially under-performing students, to read texts which build their confidence, increases their vocabulary and improves comprehension.

MATHEMATICS

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

- Internal assessments accurately reflect levels of students' performance in external benchmark results across Years 2 to 10. The A-Level results in Year 13 are very good.
- In FS, children develop an understanding of heavy and light, can count and recognise numbers up to 20 and use number words to 10. In the upper phases, students are developing increasing proficiency in problem-solving and relating mathematical concepts to solutions in meaningful everyday contexts. This is less secure in Primary.
- More consistent marking of students' work by teachers in Secondary and clarifying their next steps in learning, is supporting their progress in problem-solving.

For Development:

- Improve mathematical reasoning in FS and Primary.

SCIENCE

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

- The large majority of students attain levels above curriculum standards in Primary and Secondary. In lessons, progress levels in the primary and secondary phases are higher than Post-16, where there is more variability in students' prior learning and application.
- Across all phases, most students are using scientific vocabulary correctly when explaining the planning of an experiment. They can explain their investigations confidently and make relevant predictions. In FS, children enjoy participating in scientific exploration and investigative activities.
- Across the school students are developing their observational and experimental skills very well. Most write valid hypotheses and conclusions. Consequently, students are improving their critical thinking skills and applying them to solve scientific problems.

For Development:

- Improve students' achievement at Post-16 by identifying prior learning and addressing misconceptions and gaps in their knowledge, skills and understanding.

LEARNING SKILLS

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

- Throughout the school, students generally communicate and interact well with their teachers. Most students are provided with opportunities to work independently and actively learn and improve. However, in a minority of lessons across the school, a few students are more passive, than active learners.
- Students collaborate well and share ideas and most demonstrate resilience in lessons. Almost all students portray positive attitudes towards their learning. Very effective teacher-student dialogue is a key feature across the phases, with students successfully communicating where they are in their learning journeys.
- Students make some connections between particular areas of learning and relate these to their understanding of the wider world, but this approach varies across the school.

For Development:

- Ensure that teaching strategies in all subjects enable students to become independent and confident learners.

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

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

- Across the school behaviour is exemplary during lessons and when students move around the school. Children in FS and students elsewhere display outstanding attitudes towards learning self-discipline and motivation. Older students serve as role models for younger ones and act as mentors to support them.
- Excellent relationships between students and their teachers contribute significantly to the overall friendly, respectful and harmonious environment in the school. In the classrooms, students' express appreciation for the achievements of others. They frequently take the initiative and share ideas when working in small groups.
- Students willingly accept and respond positively to the guidance provided by their teachers, including advice on healthy eating and physical activities. Although students are punctual to their lessons their attendance to school requires further improvement.

	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 actively demonstrate a shared understanding of the school's ethos and Islamic values, as shown in their active participation in charity and contributions to Islamic events. Children in FS display generosity by supporting and contributing to the welfare work of construction workers.
- Students hold high respect for the Emirati culture and heritage. They enjoy participating in cultural events such as, the UAE National and Flag Days. Cultural leaders often take the initiative in organising and leading these celebrations while older students participate in events to improve cultural understanding.
- Most students demonstrate a strong understanding of their own heritage while maintaining mindfulness and respect for diverse cultures within the school's community. Students are active in taking part in celebrating world cultures, in events such as International Day.

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

- Most students are proactively engaged in the school and within the wider communities, often demonstrating initiative and skills of leadership. Their voluntary school contributions include involvement in committees and celebrating cultural events.
- International Day emphasises the school's commitment to diversity, reflected in collaborative projects, volunteering, and participation in championships. Students demonstrate a robust work ethic, innovation, and entrepreneurship through financial literacy pilots, presentation and community engagement.
- Environmental awareness is integral within the curriculum, with waste reduction measures, global initiatives, and student-led programmes. The school's commitment to environmental education is evident through student's involvement in AI training, recycling programmes, and courses that foster their sense of responsibility.

For Development:

- Ensure that more students play a central role in organising and initiating activities and events to raise awareness of Islamic values and the Emirati culture.

03 TEACHING AND ASSESSMENT

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

- Strong subject knowledge is evident throughout the phases and in most subjects. Most teachers convey enthusiasm for learning and most plan structured, engaging lessons with relevant learning intentions.
- In the better lessons, teachers use highly effective strategies to meet students' diverse learning needs. In these lessons, teachers provide specific levels of challenge and support. Most teachers have high expectations of their students, and any loss of concentration is dealt with successfully.
- Teachers' interactions and questioning techniques often help to promote students' critical thinking and problem-solving skills. However, independent learning skills are not yet firmly embedded. Evidence of the impact of the High-Performance Learning (HPL) initiative is emerging, across the relevant phases.

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

- School leaders have refined and improved assessment processes. They are developing strategies to ensure that all academic outcomes are measured consistently and accurately especially as nearly a third of teachers are new to the school.
- A comprehensive system of assessment is in place in FS, based on teacher observations. Post-16 assessment is very strong with close links to the requirements of external examinations. School leaders provide all teachers with detailed information of internal and external assessments so that they can personalise students' learning.
- Leaders are supporting teachers in making the full use of assessment information to plan lessons and to engage students more successfully in learning and the self-assessment of their work.

For Development:

- Ensure that teaching strategies develop effective independent learning skills. Ensure that teachers consistently engage students in self-and-peer assessment to support their learning further.

04 CURRICULUM

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

- The curriculum rationale is very clear and relevant, and links well with the school's values. The curriculum is effectively broad and balanced and aligns closely with the NCfE. However, it does not fully meet the MoE requirements for Arabic.
- Across the phases, curriculum planning is very well-structured and organised which results in smooth transitions from one stage to another. As such, students have a progressive and coherent learning experience that meets the needs of most students
- Students are successful in having their subject choices met and are very well prepared for the next phase of their education, within school and beyond. The school has developed meaningful cross-curricular links in many subjects. Regular and effective reviews of the curriculum are conducted.

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

- Across the phases, the curriculum is well planned well and provides purposeful learning activities. However, it is not consistently modified to ensure the full engagement and challenge for all students, particularly in Islamic Education and Arabic.
- Most students participate in an extensive range of extra-curricular, enterprise and creative activities. Innovation and entrepreneurship are promoted successfully through enrichment opportunities and class projects. As a result, students are increasing their personal, creative, leadership and sporting skills.
- Relevant learning experiences are provided to develop students' understanding of Emirati culture and UAE values through the newly developed UAE education programme. However, the learning experiences are not yet fully integrated into the curriculum.

For Development:

- Ensure that the MoE curriculum content and topics in Arabic in Secondary and Post-16 are fully compliant.
- Ensure that all teachers modify the curriculum, particularly in the MoE subjects, to meet the needs of all groups of students.

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

- The school safeguarding and child protection procedures are clear and understood by all stakeholders. Robust measures are in place to address any forms of abuse. Staff members undergo thorough training and registration processes, ensuring a vigilant and responsive approach to safety.
- A commitment to a secure environment is evident through the regular review of health and safety policies and procedures. Thorough risk assessments for off-site activities, comply with legal requirements, and regular emergency drills are rigorous.
- The consistent promotion of safe and healthy living is successful. It permeates the curriculum, and its impact is evident in the food choices that students make and their high rates of participation in physical activity.

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

- Staff know their students very well and enjoy exemplary relationships based on mutual care and respect. Although the school has established appropriate systems for managing attendance.
- The school is highly inclusive and provides a very nurturing and welcoming environment for all groups of students. Detailed systems identify students of determination and those who are gifted and talented. Support provided is mostly very effective although not always fully consistent.
- The wellbeing and personal development of students is given a very high priority by school leaders and is closely monitored. The counselling team, and other trusted staff members, provide assistance and support for students, including careers guidance.

For Development:

- Ensure greater consistency in the delivery of support for students of determination.
- Enhance school's systems for tracking the wellbeing and personal development of students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Governors and school leaders ensure that there is a highly inclusive ethos which welcomes students of backgrounds and abilities into the school. The well qualified and experienced inclusion team ensure that teachers and support staff usually implement high quality and inclusive teaching practices.
- Systematic assessments on entry successfully identify barriers to learning. Careful planning ensures skilfully modified provision is put in place to address their needs. This helps a large majority of students of determination to make strong progress in most lessons and subjects.
- Parents are delighted with the excellent communication the school provides and the progress their children are making. They feel highly involved and very well-supported in their children’s learning journeys and are very pleased with their growing confidence and sense of wellbeing.
- Classroom cultures are mostly highly supportive across phases and subjects with an emphasis on developing students’ progress, resilience and personal development. However, sometimes teachers’ interventions are too soon, limiting students’ independence and interactions with others.
- Assessment systems accurately identify students’ starting points and teachers use this information to set achievable and ambitious targets. Whole school tracking systems and student passports provide detailed information to help inform and refine the support that students are receiving.

For Development:

- Broaden the support strategies to ensure that all teachers support students of determination in ways that enable them to integrate with their peers but also develop greater independence.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders at all levels effectively establish a shared vision and clear strategic direction with a focus on care, wellbeing, improvement and inclusivity. Most leaders have secure curriculum knowledge and promote high quality teaching, learning, and assessment standards. In the MoE subjects' middle leaders have yet to fully develop these skills. Senior leaders have been successful in school improvement and in maintaining high performance standards in almost all subject areas.
- The school engages in thorough self-evaluation with input from all stakeholders and has a keen understanding of its strengths and areas requiring improvement. Regular learning walks and monitoring enhance the quality of teaching. All improvement plans are well-structured and include some interim targets linked to students' achievement. Leadership has sustained improvements over time but has yet to do so in Islamic Education and Arabic.
- Leaders have been very skilful in encouraging active parental participation in school events. The valuable insights from parents, particularly through the 'Hartland Friends' and the parents' executive helps to contribute to the school's collaborative initiatives within the community. Communication channels and periodic reporting to parents ensure that they are well-informed about their children's academic, personal, and social development. The school has effective links with local, national and international partners.
- Governance includes representation from most stakeholders, including parents and staff. The governing board, regularly seeks and considers stakeholders' views, gaining detailed knowledge about the school. Governors meet on a termly basis and members visit the school regularly. They monitor the school's actions and hold senior leaders to account but do not always act as a critical friend to the school. However, the revised sub-committees are now ensuring more impact on the school's overall performance.
- The principal and the leadership team effectively oversee daily operations, creating an environment conducive to both students' wellbeing and academic success. Experienced teaching staff benefit from both internal and external professional training opportunities. The school takes pride in its high-quality premises, equipped with specialised facilities designed to meet the diverse needs of students. Resources are consistently updated to align with the evolving requirements of the curriculum.

For Development:

- Improve the capacity of leadership in MoE subjects to ensure high student outcomes.
- Ensure that the improvement priorities in the development plan include measurable and accurate interim targets for continual, successful progress towards timely goals.
- Encourage governors to support the school further by acting as a critical friend.



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