

Hartland International School

British Schools Overseas Inspection Report

Inspection Dates: 7 November 2021 – 9 November 2021

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Age Group: 3 -18 years
Report Published: 14 December 2021
Report Reference Number: 11/006/2021



Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on the UK Government's Get Information about Schools (GIAS) website.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Hartland International School opened in September 2015 and is situated in Mohammed Bin Rashid Al Maktoum City, Dubai. The campus is at the centre of the developing Sobha Hartland community. It is an independent and inclusive school. It caters for pupils from age 3 years to age 18 years. The BSO inspection focused on the foundation stage (FS1 and FS2), the primary phase from Years 1 to 6 and the secondary phase from Years 7 to 12. The school follows the national curriculum for England (NCfE) and an enhanced curriculum to meet the additional requirements of the United Arab Emirates. It offers a wide range of GCSE and IGCSE courses in Key Stage 4 and in Year 12. Year 13 will open in September 2022.

Hartland International School has experienced a significant growth in the last 12 months. Over 400 of its pupils joined during the last academic year or at the start of this academic year. Thirty-one new members of teaching staff were appointed. In September 2021 the school opened its sixth form for its first Year 12 cohort, offering 19 A levels and two BTEC courses. The academic year 2019/2020 saw the start of new GCSE and IGCSE courses (14 options for 29 pupils) with the most suitable examination boards. This academic year (2021-2022) the breadth of options offered has increased to 17 subjects for a total of 47 pupils.

Hartland International School has 1020 pupils. There are 73 different nationalities, of which the largest ethnic groups are European (22%), Asian (21%) and British (15%). In the foundation stage there are 187 children (18% of all pupils). In the primary phase there are 584 pupils (57%). There are 219 pupils (21%) in the secondary phase in Years 7 to 11. There are 29 students in the new sixth form (3%).

There are 77 pupils (8%) with special educational needs and/or disabilities (SEND). There are 542 pupils (53%) for whom English is not the principal language (EAL).

The senior leadership team comprises the principal, head of secondary, head of primary, assistant principal secondary, assistant principal primary and head of inclusion. The foundation stage leader, head of physical education and head of mathematics/key stage 4 leader have been seconded to the senior leadership team.

The school has a below-average staff turnover.

The governing board has nine members representing a wide range of stakeholders. Hartland International School has previously been inspected by the Dubai Schools Inspection Bureau (DSIB) in November 2019. The school's provision and responses to the COVID-19 pandemic were externally evaluated through a distance-learning evaluation in May 2020 by Dubai's Knowledge and Human Development Authority (KHDA).

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed in October 2021 and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 52 lessons. Ten lessons out of those 52 lessons were jointly observed by an inspector and a senior member of staff. Inspectors gave feedback to 19 members of staff.

Thirty-three meetings took place with leaders, teachers, learning (teaching) assistants, pupils, parents and members of the school's governing board.

The team examined a range of documentation including the school's self-review, documents, the school improvement plan, the BSO compliance checklist, curriculum planning, progress and attainment data, policies, strategic plans and minutes of governing body meetings. The team scrutinised samples of pupils' work in all year groups. They evaluated the school's safeguarding and child protection policies and procedures, staff recruitment procedures, records of pupils' attendance, behaviour, and health and safety policies and procedures. The views of parents, pupils and staff were also considered. The team watched pupils' arrival and departure from the school, tutor times, breaktimes, lunchtimes and three enrichment programmes after school. They observed all phases of the school.

Evaluation of the school

Hartland International School is an outstanding school and provides an outstanding quality of education for pupils aged 3 to 18 years.

The school meets all the standards for BSO except those which it is precluded from meeting because of legislation in the United Arab Emirates. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Children in the early years make outstanding progress in all aspects of their learning. The majority have EAL and come to school at a level below that which is typical for their age. This has been further exacerbated by the lack of nursery provision as a result of the COVID-19 pandemic. Children settle quickly and grow in confidence because of caring teaching and quickly established classroom routines. They enjoy school. By the end of the foundation stage, nearly all children have reached levels at or above the UK average. They are confident in talking in front of the class and use the smartboard well. They become quickly aware of how to behave, and they learn what is right and wrong. They are very well prepared to continue their learning in Year 1.

The early years provision is managed and led very well and there is close attention to the needs of the children from teachers and their assistants, who work in close and harmonious partnership. There is a strong collaborative approach across the department with all teachers adopting a reflective approach and thinking carefully about what works well for the children. The quality of teaching is such that children of all abilities learn well at all times. Teachers make learning fun and structure lessons very well with carefully managed levels of reinforcement and challenge. The

curriculum is exciting and carefully created and includes opportunities to work in the classroom and outdoors.

Parents are closely involved with teachers and leaders, which helps both sides to develop appropriate opportunities for the children in school and at home. Resourcing is excellent and children enjoy the rich materials from which they learn and the high level of supervision which ensures that they are safe, while allowing them scope to develop independent and group learning.

Across the school, standards in **English** are very high and progress is outstanding for all pupils, including those with SEND and those who are learning English as an additional language.

The vast majority of children join the school in the foundation stage with low levels of English. They are well supported by their teacher, and by learning (teaching) assistants, in the acquisition of reading and writing skills. Most children meet or exceed the early learning goals in reading, writing and communication and language by the end of the foundation stage.

In the primary phase, pupils rapidly expand their understanding of English and acquire an abundant range of vocabulary. They confidently develop language skills such as predicting, reading, clarifying, questioning, and summarising. As a result, most pupils can write accurately for different purposes. They systematically use self-assessment of grammatical features and content to reflect on and edit their work. By the time they reach Year 6, pupils attain well above UK standards.

Pupils continue to make rapid progress in the secondary phase. Attainment in GCSE English language and English literature is well above that seen in England and internationally. For example, in key stage 4 in English literature, pupils are confident in analysing how language, form, structure and contextual factors are used to present conflict in *Romeo and Juliet*.

In Year 12, students continue to develop their analytical and evaluation skills whilst understanding how to communicate their ideas with accuracy and precision both orally and in writing. For example, students can present a critical evaluative argument with sustained examples, passionately drawing on ethics when dissecting the prosecution and defence's arguments. There are no results yet available for Key Stage 5 as the first cohort entered Year 12 in September 2021. Tracking data shows that students have made appropriate choices and are on track to achieve appropriate A-level grades, taking into account their attainment at the end of Key Stage 4.

Standards in **mathematics** are very high and progress is outstanding for all pupils, including those with SEND and those who are learning English as an additional language. This is because of excellent teaching, including the high expectations of teachers and very well constructed lessons. The curriculum is carefully planned to ensure that pupils are suitably challenged and the transition between the different phases of the school is seamless. For example, the subject leader in the primary school works with groups in the secondary school and the secondary mathematics specialist from the secondary school works with pupils in Year 6.

Despite children in the early years entering with low levels of English, they make rapid progress in mathematics. Recently, due to the pandemic, they have arrived in the Reception Year without having attended nursery, but teachers have ensured that they have caught up quickly.

By the time they reach Year 6, pupils attain well above UK standards. They are competent in applying the four rules of computation, decimals and fractions and enjoy the challenge of solving mathematical problems. Throughout the school there is a strong emphasis on enjoyment and applying skills to solve problems. Rapid progress continues in the secondary school and results in GCSE examinations are outstanding. Not only are the pass levels considerably higher than the UK average but a high proportion of pupils gain the very highest grades. Pupils respond well to challenge and the top set in Year 10 will all take their examination a year early. Individual arrangements allow gifted mathematicians to work in classes well above their chronological age.

Mathematics is a popular subject within the newly established sixth form. Throughout the school, pupils trust and appreciate their teachers allowing them to take risks and develop their full potential, whatever their ability.

Standards in **science** are outstanding. Across the school, pupils, including those with SEND, make outstanding progress and reach standards that are well above those expected for their age and higher than those expected in England.

In the foundation stage, children make outstanding progress and a large majority are well prepared for Year 1. Their learning is enriched by opportunities to focus on science, technology, engineering, and mathematics (STEM), for example working out how to help the Gingerbread Man cross the river to escape from the fox. They quickly gain skills through experimenting with different materials in the water tray where they observe and make predictions about what will float or sink.

In primary, pupils continue to make outstanding progress and reach standards that are well above those typically found in England. Their excellent scientific knowledge is reflected in their consistent use of a wide, technical vocabulary. Pupils have opportunities to study the life cycles of animals and plants, explaining the changes that occur.

In secondary, pupils continue to make outstanding progress and reach high standards in GCSE examinations, higher than in England. They are especially successful in applying their knowledge within a more practical context, taking great care that their experiments are reliable and fair. They are careful and precise in the way they record their work through tables, charts, and graphs. In Year 10, pupils working in groups display their problem-solving and critical-thinking skills as they consider why a particular metal may be used for a specific purpose, or how different metals would react in certain situations.

Attainment and progress in physics, chemistry and biology, and results at GCSE are strong. In all three subjects, 100% were awarded grades from 9 to 6. More than two thirds of pupils got the top grade in all three subjects.

Students in Year 12 achieve exceptionally well and are well placed to succeed in future learning. They learn about abstract ideas and how to apply them to practical situations, for example, to describe how electric motors work.

The science curriculum is adapted to suit the needs of different abilities, based on the outcomes of regular assessment. It is challenging with built in continuity and progression.

In other subjects, pupils make excellent progress and attain high standards across the whole school.

In the primary phase pupils make excellent progress in art, music, and physical education. For example, they achieve well above international standards in the LAMDA (London Academy of Music and Dramatic Arts).

They make excellent progress in all subjects in the secondary phase. They attain standards that are well above England and international averages in GCSE and IGCSE in all subjects. Standards are exceptionally high in history, geography, business studies, French, Spanish, design technology, media, drama, Chinese, further maths and German.

In the sixth form, students demonstrate strong commitment to their studies. They are on track to achieve excellent A-level grades.

During the COVID-19 pandemic, leaders ensured that the teaching of the full curriculum continued via online learning. Online assessments checked pupils' progress. As a result of this effective response to the challenges of the pandemic, standards remain high. Pupils have continued to make above-expected progress in the primary and secondary phases.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during November 2021, the school has demonstrated that it meets the Standards for British Schools Overseas 2017 except for those standards that cannot be achieved legally in the United Arab Emirates. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

Most of the standards relating to the quality of the education are met except for the standard in paragraph 2(2)(d)(ii). This is not met because of the requirements of the host country relating to the provisions of the UK Equality Act 2010.

The **curriculum** is outstanding, has a clear rationale and is underpinned by the concept of 'The Hartland Way' which combines academic challenge, enrichment opportunities and pastoral support to target excellence through strong values-driven education. It focuses on the development of 21st century skills, such as independent learning, research, innovation, and critical thinking. This helps to ensure that pupils achieve academic success and are equipped to be positive contributors to society.

In all key stages, the school's curriculum meets the requirements of the English national curriculum. Activities promote challenge, enjoyment, and coherence in learning for all pupils and prepare them extremely well for external examinations commonly used in schools and colleges in the UK.

In the Foundation Stage, children experience active learning throughout all the areas of the early years foundation stage (EYFS) curriculum and are well prepared for their transition into Year 1. The enquiry-based approach aids planning of exciting themes that engage all learners. The early years foundation stage curriculum is enhanced by additional activities, including Arabic, music, and yoga.

The primary curriculum is outstanding in developing academic, personal and social skills to successfully promote the pupils' well-being through discrete personal, social and health education and tutorials.

Pupils have a wide choice of 17 GCSE/IGCSEs in Key Stage 4 and 19 A-level and two BTEC courses in Year 12, which will continue into Year 13. For all students at post-16, the programme of study consists of at least three A-level qualifications. These are supplemented by additional study periods, enrichment activities and for many students, the Extended Project Qualification. As a result of the curriculum followed, pupils from this school are able to enter or re-enter the UK system easily.

The overall impact of the curriculum on pupils' holistic development is excellent and results from its breadth and balance across all subjects.

The provision for pupils with SEND is outstanding. Clear guidance is provided by the inclusion department relating to using outcomes from assessments to plan future provision to help overcome barriers to learning.

The needs of the most able pupils are effectively met through the provision of extra challenge in an acceleration programme. It provides opportunities for them to work independently, including carrying out independent research.

Personal, social, health and economic education is well planned and delivered effectively through various curriculum areas. A British ethos runs through the curriculum with British values, for example respect and individual liberty, being consistently promoted through all subjects.

Cross-curricular themes are planned systematically to ensure that pupils' skills are developed in meaningful and interesting contexts. They provide excellent opportunities for independent learning,

problem-solving and critical thinking. A range of extra-curricular activities supports learning and promotes holistic development. These include the Duke of Edinburgh's Award and the Model United Nations programme as after school enrichment classes.

The careers-guidance provision provides high-quality support for all pupils. The careers 'Lunch and Learn' programme is highly successful amongst all pupils.

The curriculum provision at Hartland International School was not affected by the COVID-19 pandemic.

The quality of teaching, learning and assessment is outstanding. The school meets this BSO standard.

The quality of teaching, learning and assessment is outstanding in all phases and pupils make excellent progress in all subjects.

The teachers have created highly attractive, stimulating environments which are conducive to high-quality teaching and learning. They have excellent subject knowledge and pedagogical skills and have high expectations which they share with their pupils.

The quality of teaching is well supported by regular quality assurance. For example, before the half-term break, all 30 new teachers were observed. Scrutiny of planning, learning walks and pupils' work form part of the everyday approach to quality assurance.

In the foundation stage, dedicated teachers encourage and inspire the children through active learning, extending each child's natural curiosity and enthusiasm as they build their knowledge, skills and understanding. For example, children learn mathematical positional language through an enjoyable activity related to a bear hunt.

In primary, teachers promote critical-thinking and problem-solving skills with skilful questioning and encourage pupils to connect their learning to real-world situations. There is an emphasis on pupils organising their own learning, carrying out research and knowing when to ask for help or guidance. Specialist teachers enrich provision in music, art, design technology, computer science and languages in the primary phase. Specialist mathematics and English teachers support pupils with learning challenges or who are especially gifted in these areas. New teachers are coached and have the opportunity to observe others so that the school consistently delivers high-quality lessons.

In secondary, teachers support pupils' development of study skills and build their confidence in taking greater responsibility for their learning. Teachers actively promote independent learning, resilience, and confidence. They encourage pupils to avail themselves of sporting, creative and academic options to enrich their learning experiences.

Teachers make very effective use of digital learning technologies to support learning of the highest quality. In Year 5, pupils use a Nearpod to contribute to a whole-class discussion on the whiteboard relating to the baby stage of human life.

Classrooms are extremely well organised. The learning environment encourages and nurtures creative thinking. Learning activities are well matched to pupils' abilities. Teachers and learning (teaching) assistants provide exceptional support for pupils who are learning English as an additional language.

Teachers make highly effective use of assessment outcomes to track pupils' progress rigorously to inform their planning of future teaching and learning. They encourage pupils to track their own progress through self-assessment. From the foundation stage, right through the school, self-assessment and peer assessment are well embedded in classroom practice. Teachers use questions skilfully to prompt thinking and check understanding. They adjust the pace of learning as a result of pupils' responses, which helps the pupils to make excellent progress and attain well above expectations.

Teachers give carefully considered feedback on pupils' work. Pupils are encouraged to feed back their views and feelings on a range of topics, including through 'Hart to Heart' discussions which take place each term.

Teaching, learning and assessment is outstanding in Year 12. Students are inspired, engaged and motivated in well-planned lessons. They are independent learners and keen contributors who ask incisive questions and debate topics with passion.

The school has maintained high-quality remote teaching during COVID-19. Teachers made use of special online channels with 'stretch and challenge activities' to continue to accelerate pupils' progress.

Standard 2. The spiritual, moral, social, and cultural development of the pupils

The standards relating to the spiritual, moral, social, and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The spiritual, moral, social, and cultural development of the pupils is outstanding.

Inspection evidence, including discussions with pupils and staff, scrutiny of pupils' work and of the school's curriculum planning confirms that the school promotes respect and tolerance in relation to the groups listed in the Equality Act 2010. It meets fully the requirements of the Act in relation to age, disability, pregnancy and maternity, race, religion and belief. However, it is unable to meet fully the requirements of the Act in respect of gender reassignment, marriage and civil partnership, sex, and sexual orientation, due to the laws of the host country.

The school promotes awareness and understanding of Islamic values and Emirati and world cultures through assemblies, curricular provision, and events within and beyond the school. Pupils are aware of common elements between cultures. The promotion of British values, for example, respect for difference, is a strong feature of the school's provision. For example, work in Year 3 on 'Tolerance and Respect for Difference' is effectively built upon in Year 4, where pupils learn about 'Fairness and Unfairness' and 'Discrimination and Equality'.

British history, culture and democracy are elements in the provision for learning across the curriculum. Pupils are given many opportunities to learn about and discuss current events in the UK.

School leaders promote and maintain a culture of mutual respect. Pupils have very positive relationships with their teachers and one another. They are consistently self-disciplined, and their behaviour is exemplary. They interact and collaborate very effectively in a wide range of learning situations, enjoying meeting challenges to achieve agreed goals.

Students' understanding of democracy is developed both through the curriculum and through aspects of school life where students share their voice and participate in democratic processes. The election process for student leadership positions such as house captains and student council representatives helps students to understand democracy through their own experiences. There are numerous examples of students playing an active and key role in shaping school decisions for example, around uniform and food provision.

Pupils speak with pride about their school and have “ownership” of it. This is supported by a wide range of evidence including internal pupil surveys, Pupil Attitude to Self and School data, Upstrive polls and wider pupil feedback such as pupil discussion groups.

The development of pupils' self-knowledge, self-confidence, and self-esteem is outstanding. Throughout the school, most pupils display positive attitudes and the key skills of being active and responsible learners. They demonstrate enthusiasm and a real sense of happiness in school. They readily take responsibility for their learning in sustained ways.

Pupils have a clear appreciation of right and wrong and this is reflected in their exemplary behaviour. They reflect on moral issues and take a keen interest in mental well-being. Promoting empathy and considering the feelings of others are key themes in this area of the school's provision.

The school has an established charity committee led by pupils from Year 3 upwards, who actively engage in monthly charitable events at school, and at local and national levels.

Pupils arrive punctually for the start of the day and for lessons. Their enjoyment of their learning and their determination to do well is reflected in the good levels of attendance, in line with UK averages. Pupils are aware of the need for good attendance, recognising the link between their attendance and achievement.

Standard 3. The welfare, health, and safety of the pupils

The school meets the requirements of this standard and is fully aligned to procedures for safeguarding and safety in the UK. School leaders ensure that safety and welfare of staff and pupils is given a high priority in accordance with their vision of providing 'a safe, secure and happy environment for learning'. They adopt a proactive, preventative approach and have developed policies and systems which ensure that pupils, staff, and visitors are not at risk of harm. Through the use of assemblies, moral education lessons and the Personal, Social and Health Education Programme, pupils are made aware of their role in creating a safe and supportive learning environment. New pupils settle into school quickly, supported by peers and teachers.

The school's leaders pay considerable attention to the well-being of pupils and staff. Policies for e-safety and anti-bullying contribute to an environment which is calm and supports the conditions for effective learning. The expanding use of technology to allow pupils to reflect on their well-being privately helps the school in targeting counselling and pastoral support. Systems for child protection are well-developed with all staff very clear of their individual responsibility within the overall context of the school.

There are appropriate drills for fire, lockdown and checking of all equipment. Lockdown drills also occur on a regular basis. Security staff carry out regular checks around the school. Risk assessments are prepared whenever pupils may face potential danger, especially in visits away from the school. They are also applied to adults and activities within the school. All incidents or accidents are recorded. Close communication across school teams ensures that required interventions are enacted speedily.

Pupils and parents trust the school in its approach to safeguarding. Systems for arrival and departure are very well-organised. From the moment pupils arrive to their departure, they are supported by high levels of unobtrusive supervision. The school's child protection policy ensures that where pupils are at risk, suitable interventions are made. Regular training for staff and governors for safeguarding and child protection extends to all those who work with pupils, including those contracted to work on extra-curricular activities.

The school promotes healthy eating and has a doctor and two nurses on site to support pupils' medical needs. They work closely with the school's pastoral staff and school counsellor and very closely with parents.

The termly 'Hart to Hart' conversations with tutors strongly support pupils' well-being. Additional support comes through the peer-mentoring system. Over 20 sixth-form and Year-11 students received peer-mentoring training and/or external training in mental-health first aid. There is an excellent pastoral system and support from the dedicated counsellor.

The school offers an innovative approach to personal development in the sixth form. All students follow a personal development programme focusing on 5 distinctive characteristics; vision, effort, system, practice, and attitude (VESPA).

The school was rigorous in ensuring that it provided a safe environment when pupils returned after COVID-19 lockdowns and spent appreciable time in attention to detail. This has been led by its very effective health and safety committee. Pupils' attendance is currently slightly lower than its pre-pandemic level but reached 96.2% in September 2021 which was the first full month of school this academic year. The school follows up absences appropriately and works closely with parents in all matters regarding their children.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has a dedicated and efficient human resources manager who ensures that background checks comply with the expectations for the suitability of staff working with pupils. The recruitment procedures check the identity of prospective staff, their qualifications, and references from their previous position to determine their suitability to work with the children at the school. The background and police checks, together with the right to work in the UAE, are verified before potential candidates join the school. The staff, governors and proprietor on the appointments panel have completed the safer recruitment training.

A majority of teachers are UK trained with a wide range of experience both nationally and internationally. This extensive UK experience ensures that the British ethos is prevalent throughout the entire school from foundation stage to sixth form.

All staff benefit from a wide range of high-quality training and professional development in the school and through well-established networks in the UAE and in the UK to improve their teaching and leadership. They are keen to learn from colleagues and are constantly seeking to improve their practice.

The safeguarding and child protection procedures are very thorough and mirror the expectations of both UK legislation and of the host country.

Standard 5. The premises and accommodation

The school meets the requirements of this standard. The school provides a modern, attractive, and safe environment with excellent facilities for learning. Specialist facilities of the highest quality for teaching technology, sciences and arts subjects support learning for not only secondary- but also primary-aged pupils. Two attractive, well- stocked libraries with factual books and fiction, including novels in different languages, are well-used by pupils and staff. There is a shallow pool adjoining the main pool so that children start to swim from an early age and all pupils in the school benefit from the sports hall and outside sporting areas.

Health and safety procedures are applied rigorously with careful monitoring across the whole site, ensuring children and staff are safe at all times. Closed circuit television (CCTV) covers areas of particular risk. Children in the early years benefit from outside learning areas and space inside and outside the school is used flexibly to extend learning opportunities; small groups often work outside classrooms with staff to develop independent or collaborative skills.

Classrooms are well designed, suitably sized and equipped with electronic boards with which teachers develop attractive and purposeful learning materials appropriate to their pupils. Displays inside the classroom and on all the corridors generate a dynamic and exciting learning environment. They are also a rich celebration of pupils' work.

Resources are plentiful and are used imaginatively; many are created by teachers and are well tailored to the needs of their pupils. From Year 5 onwards, pupils use their own personal technical devices. For younger pupils such technology is available on a trolley system with iPads which help them to develop their independent and research skills.

There is plentiful office space of good quality. The medical room is well equipped and stocked and includes a sick bay. There is also a separate isolation bay. The school has made multiple, carefully considered adjustments to its provision as a result of the COVID-19 epidemic to ensure that everyone in the school remains safe.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this BSO standard.

The provision of information for parents and others is outstanding. It contains all required policies, information about school life, admissions, and procedures, including those relating to safeguarding, complaints, curriculum, and behaviour. A parents' handbook is on the school website to ensure that they are informed about all aspects of the school, including how to contact staff and leaders.

Parents and carers are highly positive about the school. Parent partnerships and relationships are outstanding. Almost all parents who responded to the parents' survey say that their child enjoys being at school and that the school is well led. Parents overwhelmingly say that their child is safe at school. Evidence from this inspection endorses their views.

Parents opinions and views are genuinely valued, and parents act as a source of ideas for positive change. They are a vehicle for the circulation of innovation throughout the parent body and questionnaires for example, the feedback on school uniform and timing of the school day.

Parents talk about the 'Hartland Way', where open communication is at the heart of relationships. They say that the principal is a warm kind leader and that during the pandemic 'she was sending weekly letters that felt like hugs'. Parents are hugely confident about how the school is preparing

pupils for re-entry into the UK education and higher-education systems. Transition procedures in place to support such moves are strong.

Parents receive a weekly newsletter relevant to their child's class and year group in primary. The physical education department has developed its own platform to communicate effectively and promptly with parents. The school uses a learning platform on which parents can comment. Parents receive a progress report every term and attend parent-teacher meetings twice a term. They have individual email addresses for every teacher.

The school organises regular webinars for parents, for example, 'phonics with parents' or 'internet safety training'.

Parental feedback regarding the school's response to COVID-19 is overwhelmingly positive. They said that staff gave children friendship time, reading experiences and a physical exercise programme during the pandemic.

The vast majority of parents praise the open and clear communication process with the school.

Standard 7. The school's procedures for handling complaints

The procedures for handling complaints meet the requirements of this standard.

The school has a written and published complaints procedure which is available on the school website. Day-to-day issues and queries are managed by a variety of people, depending on the issue and to whom the informal complaint is made. For example, queries regarding education can be directed to the class teacher, key stage leader or members of the senior leadership team. Parents all agree that their queries are responded to very quickly.

Since September 2016 no complaints have been made about the school.

Standard 8. Leadership and management of the school

The school meets the requirements of this standard. Leadership and management across the school are outstanding. Leaders ensure that all the BSO standards are consistently met.

The principal and the senior leadership are inspiring in their ambition to drive improvement. Leaders appreciate that the school's staff work hard. They have taken steps to promote staff well-being and as a result, a large majority of staff feel supported. Senior leaders set very high expectations for pupils' attainment and behaviour. Leaders are uncompromising in their ambition for all pupils and create an inclusive learning culture. Pupils across all year groups respond to these high expectations. Consequently, pupils make excellent progress, and their attitude and behaviour are exemplary. Pupils are rightly proud of their school and their achievements.

Leaders focus relentlessly on pupils' outcomes. They track pupils' progress carefully and forensically and provide additional help where needed. They check the quality of teaching and learning rigorously and as a result, leaders know their pupils extremely well. They give their pupils timely and effective support, which ensures that no pupil is left behind. Pupils with SEND and EAL make very strong progress from their starting points because they are assessed and tracked rigorously. The leadership of SEND is outstanding. Leaders are uncompromising in their ambition for all pupils and create an inclusive learning culture. Leaders build capacity, empower individuals, and teams, and creates an ethos of collective responsibility.

Leadership in the sixth form is outstanding and fosters a culture of exceptionally high expectations for students' academic success. As a result, students are very well-equipped to progress to higher education or employment.

Governance is a great strength of the school. Governors have a very active role in the life and in the success of the school. They are a very diverse group with multiple areas of expertise, highly qualified and experienced. They are extremely well informed and very astute. Governors ensure that policies are relevant and fit for purpose. They provide leaders with strong support and challenge as 'critical friends'. As the school has grown exponentially over the last six months, their relentless focus has been 'sustainability and consolidation'. However, succession planning is not addressed well enough in the risk assessment as part of the strategic growth plan.

Governors undertake training regularly. They carry out safeguarding responsibilities diligently, auditing and constantly reflecting on their own skills, seeking additional external support where needed. Governors and leaders are extremely well-informed about safeguarding matters.

Leaders have a very accurate view of the school's strengths and weaknesses. There is exceptionally rigorous self-evaluation. Strategic planning is also strong. Leaders continually strive to improve the school. Improvement includes informed assessment of innovative practices, a strong common sense of unity and effective use of teamwork. This creates a unique experience for the pupils, who say that the Hartland way makes them 'climb to the zenith'.

The owner, as a member of the governing body, is fully supportive, ethically, financially, and strategically, of the principal. The governing body ensures that the school has an effective and experienced teaching staff to deliver high-quality education for all pupils through a rigorous screening, selection, and interviewing process.

Teaching staff are well-qualified and deployed to make best use of their strengths, expertise, and talents. Teachers reflect on the quality of the impact of their teaching through collaborative yet rigorous quality assurance. Performance management enhances staff's performance.

The school's response to COVID-19 has been extremely well managed. A large majority of parents have praised the weekly newsletters. They say that 'The very strong relationships between all the stakeholders to continue to achieve the school's vision during the pandemic were incredibly special. We were like a family.'

Compliance with regulatory requirements

Hartland International School meets all of the required standards except those that would be in breach of the host country's laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

The school has grown exponentially and has not yet integrated a succession planning strategy in the risk assessment. Governors should ensure that their strategic growth plan mitigates risk and supports the development of talent for future needs so that standards remain high and pupils continue to attain well above UK standards.

Summary of inspection judgements

Outstandin	Good	Satisfactor	Inadequate
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The quality of education

Overall quality of education	✓			
How well the curriculum and other activities meet the range of needs and interests of pupils	✓			
How effective teaching and assessment are in meeting the full range of pupils' needs	✓			
How well pupils make progress in their learning	✓			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils	✓			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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Leadership and management

Overall effectiveness of leadership and management	✓			
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School details

Name of school	Hartland International School
Type of school	International School
Date school opened	September 2015
Age range of pupils	3 – 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1020
Number on roll (part-time pupils)	0
Annual fees (day pupils)	41,000 AED – 74,000 AED
Annual fees (boarders)	N/A
Address of school	Sobha Hartland International School Nad Al Sheba Mohammed Bin Rashid Al Maktoum City Dubai, United Arab Emirates
Telephone number	+971 4 407 9444
Email address	information@hartlandinternational.com
Headteacher	Fiona Cottam
Proprietor	Hitesh Natvarlal Patel Natvarlal Keshavlal Patel

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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Report reference no: 11/006/2021