



**British School
Overseas**
Inspected by Penta International

Inspection report

Horizon School

Dubai

United Arab Emirates

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 27 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the governors and a group of students. Two complete school days were monitored.

The lead inspector was Mark Evans. The team members were Sue Croft and Colin Dyson.

2. Compliance with regulatory requirements

Horizon School meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The school provides an excellent quality of education. The school is highly effective in seeking to meet its vision of being a school that promotes independence and confidence in young people, giving them the skills to grasp the opportunities the world will offer to them. This aim is clearly understood by stakeholders. It provides the focus for all school developments and improvements.

The school is held in very high regard by parents and by the wider community. The pupils are proud to be members of the school: they say they “love it”, and obviously value the many opportunities it provides.

3.1 What the school does well

There are many strengths. These include:

- The ethos of the school, which successfully emphasises the provision of education on an individual basis, including for pupils with special educational needs (SEN);
- The focus given to pupils’ independent learning;
- Pupils are happy, well behaved and feel very well supported;
- Excellent relationships between pupils, and pupils and staff;
- Outstanding teaching, and outstanding leadership;
- The broad and interrelated curriculum which challenges, supports and delights pupils;
- Spiritual, moral, social, cultural and personal development of pupils is exceptional;
- Parents hold the school in very high regard;
- The wide range of extra-curricular activity;
- Willingness of the school to be challenged, to innovate and to improve further.

3.2 Points for improvement

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

- secure and protect the character and ethos of the school as it expands;
- explore ways to embed aspects of the Arabic language and Islamic Studies curriculum in other aspects of learning;
- survey and review the success of the introduction of the French language into the curriculum, to explore whether the way it is currently organised allows pupils to make good enough progress.

4. The context of the school

Horizon school is a non-selective, private school in Dubai, in the United Arab Emirates (UAE). It provides a UK-style education for international students aged between 3 and 11 years old, who come from over 47 countries. English is the language of communication throughout the school, including in lessons. Many of children have English as their second or third language: being fluent in English is not a requirement of entry to the Early Years and Foundation Stage (EYFS) or Year 1 classes.

The school started in 1989 in a small villa. It is now a 3-form entry school with 500 children on roll. This will increase further in September 2014 with the opening of a new sports hall and academic block, and the arrival of 8 new classes. The current building and the new block are both purpose-built. The campus also has 2 swimming pools, a dance studio, an inside hall, a large grass field, ample shaded playground space and several outside learning areas. The new building will provide a dedicated sports hall, additional ICT room, library and science lab as well as another set of netball courts.

Horizon admits students with a wide range of abilities, including those with special educational needs (SEN). The school is proactive in regards to children with physical disabilities. Many of these children would not normally be admitted to independent schools in the Middle East. The level of SEN are very high in comparison to other 'peer' schools within the UAE with an average of 20% in each year group.

The ethos and vision of Horizon both underpin the support of independent, confident young people who have the skills to grasp the opportunities the world might offer them. Staff and children know the vision well, and are reported to strive to meet it every day.

4.1 British nature of the school

The British nature of Horizon school is very evident. Staff, parents and children adopt the best practice from the UK, and keep a close eye on relevant developments from the government's Department for Education. The school prides itself on implementing new British initiatives that support its vision: teachers are knowledgeable about current UK thought, strategy and educational ideas. Horizon is a very active member of British Schools of the Middle East.

The school provides the National Curriculum (NC) of England. Specialist teachers deliver art, information and communication technology (ICT), music, physical education (PE), and swimming. Teachers mainly have UK teaching qualifications: all have experience in UK schools teaching the NC. Staff have been sent to the UK for individual training during holiday periods. All middle leaders go through the National College of School Leadership's 'Leading from the middle' course or other appropriate leadership training in England.

The ethos, nature and appearance of Horizon are recognisably British, mirroring what would be found in the independent sector in the UK. There are bright, creative displays around school, celebrating the achievements of the pupils. There are regular whole school community events, including (over the last few years) celebrating the last royal wedding, St. George's Day, St. Andrew's Day, the Jubilee and observing Remembrance Sunday. There are frequent sports days, class assemblies, end-of-year shows and other celebrations. Horizon has a successful house system which every child is part of.

Classes are mixed ability and the pupils are taught mainly in these groups. The two exceptions are in Key Stage 1 for phonics, and in Key Stage 2 for mathematics.

Communication from the school to families and pupils is provided in English, although the Arabic team regularly translate during meetings, if required.

Extra-curricular provision, including clubs and school trips, is given high priority. Every member of staff takes one club per week throughout the year and there are 20 other clubs run by outside agencies.

The school is organised according to the structures used in English schools. The school council, prefects and house captains contribute towards the positive whole school ethos. As well as fully implementing the NC, assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and annual review meetings.

The most common style of classroom management, the bright displays of work, a three term year and age-related year groups also contribute to giving a British feel to the school.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided at Horizon is outstanding.

5.1 Curriculum

There is full-time supervised education for pupils of compulsory school age, meeting local regulations. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. It includes all the subjects taught in the English National Curriculum, as well as Arabic language, local history and culture. Rigorous curriculum evaluation ensures that its appropriateness to all children's needs is consistently ensured.

The principal language of instruction is English. The curriculum policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The recent introduction of the French language into the curriculum is under review, as it is unclear whether it might be more successful in a different format.

The well-designed curriculum allows pupils to apply skills, understanding and knowledge across a wide spectrum of subjects and strengthens their reasoning and investigative skills, and has a positive impact on the progress they make. The curriculum has a strong dual core of literacy, including well-developed library lessons, and of numeracy, ICT, science and personal, social and health education. There is very good provision for art, design and technology, history, geography and music, through a clearly planned cross curricular topic programme. Opportunities for Arabic and Islamic Studies to influence the rest of the curriculum are limited.

Horizon's curriculum takes into account curricula and external examination accreditation commonly used in schools within the UK. This enables pupils to enter, or re-enter the UK educational system at an appropriate level, if that is what they wish to do. The subject matter is appropriate for the age and aptitudes of pupils, including those pupils with learning difficulties and/or disabilities.

The quality of curricular and extra-curricular provision is excellent. This makes a very significant contribution to the pupils' achievement in relation to their age, ability and learning needs, with clear links to British and international education, as well as valuable reference to the UAE heritage and culture. It has been skilfully designed to provide a coherent programme of rich, varied and engaging activities that systematically and sequentially build upon the children's existing levels of knowledge, understanding and skills.

5.2 Teaching and assessment

The quality of teaching and assessment is excellent: the pupils learn very effectively.

Teaching enables pupils to acquire new knowledge, and make progress according to their ability. They increase their understanding and develop their skills in the subjects that are taught. Children thoroughly enjoy their lessons and are overwhelmingly positive about their learning. In EYFS, pupils used sponges to print different coloured letters, printing them the correct way round individually, but also counting them and sounding out the letter. The teacher encouraged these conversations carefully. In Year 3 Arabic lessons, use of the target language and effective practical activities, ensured the pupils were learning and having fun at the same time. In Key Stage 2 classes, the quality of discussion illustrated enthusiastic learning. The pupils were keen to begin the lessons and were able to discuss their learning with fluency. They recognise the achievements they have made, and can discuss what they need to do to improve further.

Teachers encourage pupils to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. In many lessons, there were opportunities for pupils to do more than just achieve the objective of the lesson, for example applying their thinking skills in a new way and to self-assess. Four EYFS students worked in pairs writing about 'space'. All showed an eagerness to discuss their diagrams and writing with one another, but acknowledged that one student in particular knew "everything" about the topic! Because of these discussions, they learned about Saturn's rings, the relative cold and heat of Pluto and Venus, and compared it to the extreme temperatures of the United Arab Emirates. There was clear evidence of links to prior learning and to other areas of the curriculum. Pupils in Year 4 demonstrated highly effective peer assessment strategies to develop and film a creative advertising activity.

The rapport between all staff and pupils is very positive. Most teachers are able to demonstrate their personality and sense of humour through their teaching, to the benefit of the pupils. In an ICT lesson, one pupil was picked to demonstrate as she had had "brains on fire". The atmosphere of fun is very conducive to high quality learning. Teachers ensure children can investigate and apply critical thinking skills through extended activities, such as calculating the volume of the Parthenon.

Lessons are well planned, teaching methods are effective, suitable activities are used and class time is managed very well. The teachers demonstrate appropriate knowledge and understanding of the subject matter they teach. They encourage pupils to behave responsibly and show a good understanding of the aptitudes, cultural background, needs (including those who speak English as an additional language) and prior attainments of the pupils. They ensure these are taken into account in the planning of teaching. In nearly all lessons, pupils were very focused on the tasks set, and worked together actively to achieve learning objectives. They are particularly good at working in pairs or small groups, as observed in the majority of Key Stage 2 lessons, for example when pupils were asked to

discuss the features of journalistic writing, or were engaged in using coding to create computer games based on their Greek topic.

Pupils are very well organised, highly motivated and are used to the routines, which enables them to progress briskly and achieve very well and safely. In swimming, pupils walked round to the swimming pool area appropriately and sat down in lines when asked. They all knew exactly how to behave around water, how to take turns and to be aware of others. Similarly, in music, for example, they participated in a quiz, having first discussed the practicalities of their forthcoming concert, covering issues such as leaving the stage, the acoustics in the room, and how they might feel emotionally. The quiz on tones and rhythms was very well explained. The pupils were happy to discuss with one another how questions got harder over time, due to smaller differences between the examples played, and their own gradual loss of concentration half way through. The pace of the lesson and the pupils' strong relationship with the teacher lead to them being happy to discuss their feelings aloud without fear recriminations or ridicule. They were kept on task with the use of praise and support. Almost all displayed a determination to be successful and a willingness to learn from each other.

Teachers are highly proficient practitioners, ably assisted by diligent teaching assistants and parent helpers. Well implemented planning systems based on the teachers' good knowledge of each child's prior abilities and needs, enables them to use a range of skilful interventions to enrich and extend the pupils' learning experience. The use of high level science investigations in Year 6 for example, enabled pupils to be fully engrossed in their investigations into acids and alkalis. Highly effective role play reinforced the key safety issues.

Classroom resources are of an excellent quality, quantity and range. They are used effectively. The good use of tools such as interactive whiteboards, enrich the learning and provide opportunities for highly effective discussions amongst pupils.

There is a framework in place to assess pupils' work regularly and thoroughly. The information from this assessment is utilised effectively to plan teaching, so that pupils can make maximum progress. Effective teacher assessment strategies and marking are informative and contribute to both the children's understanding and the effectiveness of planning. It also allows pupils' performance to be evaluated by reference to the school's aims, as provided to parents, and against averages derived from UK results and averages.

The styles of teaching, learning and assessment equip pupils very well with the knowledge and skills necessary to enter (or re-enter) the UK educational system at an appropriate level.

5.3 Standards achieved by pupils

The standards achieved by pupils are excellent. They are educated in accordance with the school's desire to maximise the potential of each individual. Achievement across the school is high and the progress made by many pupils is at least good. In many cases, it is exceptional. EYFS attainment data indicates that despite a low starting point, 85% of pupils meet or exceed UK expectations in reading and 58% in writing. Teachers observe and record pupils' progress effectively, as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence.

Throughout Key Stages 1 and 2, the school has implemented a range of formative assessment procedures which are analysed and used to inform teaching strategies and identify areas for intervention and support. At the end of Key Stage 1, the percentage of pupils achieving Level 2+ in reading, writing and mathematics is consistently above the UK national averages. Children complete formal assessments at the end of each year in reading, writing, mathematics and Arabic.

At the end of Key Stage 2, attainment in reading, writing and mathematics are well above the UK national average. For example the percentage of pupils at Horizon attaining level 5+ in reading (71%), writing (33%), mathematics (48%) and science (52 %) compare very favourably with UK percentages of 46%, 28%, 40% and 36% respectively. The most able students achieved level 6 or above.

The data on progress made is monitored effectively, with the clear aim of raising standards through high quality teaching and assessment. Evaluation of pupils' achievement data including moderation with other local schools, enables Horizon to identify and plan for further focused development areas through the strategic planning process. Key areas that have been identified currently include progression across Years 3 and 4, and the further development of writing for boys.

Teacher-assessed levels are evaluated twice yearly: however, teachers ensure feedback, assessment and target setting are continuous throughout the year. The school has ensured assessment includes an overt focus on each child's personal development to ensure the 'whole child' is encouraged and supported throughout their time at Horizon. Teachers recognise the need to have a well formed picture of each child's personal learning needs, and this leads to highly effective individualisation. Parents suggest the focus on each child's individuality is a real strength of the school. It is also used to support target setting and the analysis of value-added data.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils, taking particular account of the needs of a diverse student body, is excellent.

Horizon school enables and encourages pupils to develop their self-knowledge, self-esteem and self-confidence. It works very effectively to develop a sense of fairness. In one Early Years class, pupils were seated round a table sticking, gluing and chatting quietly. They discussed one of the girl's sisters, suggesting she would have to come to school soon, because she was "not being a good girl". There was general agreement, but also sympathy when they talked about the sister only being 3 years old, and the possibility that this had some impact on her behaviour. They concluded that the sister was "actually really adorable" which led further to a discussion of the relative merits of Elsa, Olaf and Hans, culminating in a quiet chorus of the Disney film "Frozen" theme song. This showed an excellent developing understanding of one another's behaviour, and outstanding moral and social development.

The school supports pupils very well in learning to distinguish right from wrong. The school rules are all positively phrased – *we are kind, we share, we are polite, we do our best, we are honest, we take care of property* - which further emphasises the upbeat ethos of the school, and the manner that teachers expect pupils to behave responsibly, show initiative and understand how they can contribute to community life. It is effective in ensuring pupils develop a respect for the rules.

The school provides pupils with a broad general knowledge of the responsibilities of citizenship in the United Arab Emirates, especially in Dubai, in the UK and internationally. It helps pupils acquire an appreciation of and respect for their own and other cultures, in a manner that promotes tolerance and harmony between the many different cultural traditions represented in the school and in the city. The pupils all take part in a UAE topic in the first term and have a strong understanding of the culture, country and traditions in which they live. This includes a curriculum tailored to the school, and includes making the most of the local environment and everything it has to offer. As pupils move through the year, they are encouraged to research their own cultures, and compare and contrast them to Dubai.

The school promotes general knowledge and understanding of modern British life, including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights, at an age-appropriate and culturally-sensitive level. It is particularly supported by certain themes and topics, and by the class time devoted to personal and social education at the beginning and end of each day.

7. Standard 3

The welfare, health and safety of the pupils

The quality of the welfare, health and safety of the pupils is outstanding. The school has comprehensive measures in place for guarding against bullying and dealing with any unacceptable behaviour. The children feel that these are effective. They know who to go to if problems ever did arise.

There are successful written policies that safeguard and promote the welfare of children who are pupils at the school. For example, there are written policies relating to the health and safety of pupils on activities outside the school, and to promote good behaviour amongst pupils. The latter sets out the sanctions to be adopted in the event of a pupil misbehaving. The school's ethos of care is underpinned by this range of policies, keeping keep them safe at school. Staff have excellent awareness of the policies and procedures. Safeguarding, health, safety, anti-bullying and security within the school and on trips have a high profile. Procedures and protocols are made clear in the Parent Pupil Handbook. High levels of staff supervision at the start of the day, throughout the day, and at the end of the day, ensure pupils are secure.

There is due regard for health and safety issues which conforms to local regulatory requirements, including those of fire safety. There is a suitable written policy on first aid which is implemented appropriately.

School staff are deployed effectively to ensure the proper supervision of pupils. Written records of sanctions imposed upon pupils are maintained for serious disciplinary offences, which are very rare.

An admission register and an attendance register are kept up-to-date, both of which conform to local regulatory requirements.

Throughout EYFS, teachers quickly develop a thorough understanding of each child which enables the nurturing of a very homely environment. Parents feel that this has a major impact, ensuring their children thrive at school. Many identified the positive relationships between children and staff as one of the schools many strengths. They suggested that each individual is recognised and valued, according to their personal needs.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor and staff is excellent. The new owners are held in high regard by the Dubai community, and they increasingly recognise the importance of the school. They oversee policies, ensuring all local requirements are met. They comply with local requirements regarding identity, right to work in the UAE, and suitability to work with children. Where appropriate, certificates of good conduct have been obtained. There are clear lines of demarcation. Relationships between the senior leadership and the owners are sound, with effective management and regular dialogue.

The school keeps a comprehensive list of staff and volunteers who work in the school, or who have worked in the school since the time of the last inspection. It shows the dates when they commenced and ceased working at Horizon.

All locally required checks are carried out to confirm staff identity, medical fitness, right to work in the UAE, previous employment history, character references and, where appropriate, qualifications and professional references. Such information is taken into account in determining whether their appointment is confirmed.

The school has taken all reasonable steps, within the context of local requirements, to ensure that no person supplied to the school begins work unless the proprietor has received written confirmation that checks have been carried out in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children.

9. *Standard 5* The premises and accommodation

The quality of the premises and accommodation is outstanding: the site provides excellent facilities and resources. Horizon School provides a stimulating learning environment in which space is used creatively to maximise the number and range of teaching areas.

There are interactive whiteboards in every classroom. Specialist teaching areas for music, information and communication technology (ICT), drama and physical education (PE) are well equipped. There is a purpose-built swimming pool. The library is well-stocked and spacious: it is used as an active learning centre. Teaching resources are plentiful: they are deployed effectively to enhance all aspects of learning. Pupils have excellent access to high quality books.

Displays of pupils' work in the classrooms and throughout the school are of a very high quality. They illustrate that the school is an exciting learning environment in which children do matter, and are often a cause for celebration. Every classroom and many of the shared areas are adapted to be imagined areas like a pirate ship or a planet in space.

The outdoor learning areas provide stimulating learning opportunities. They are also very well resourced and maintained. A suitable range of equipment is provided to encourage children to be active. The large sports field helps to ensure the children at Horizon school have a wide range of exciting physical activities. There are sufficient areas for shade during non-contact time and an appropriate number of bathrooms for staff and pupils.

The water supply in school meets local regulatory requirements. Drainage is appropriate for hygienic purposes, and for the disposal of waste water and occasional surface water. Load bearing structures are built with due regard to Dubai requirements. Security arrangements for the grounds and buildings are excellent. The buildings provide resistance to penetration by wind, sand and dust, and have regard to temperature control (cooling). There is sufficient access for safe emergency evacuation, including for those pupils with special needs. It also allows all pupils to enter and leave the school safely and comfortably.

There are appropriate facilities for pupils who are or become ill. Classrooms and all other parts of the school are maintained in a clean, tidy and hygienic state. Sound insulation, air conditioning units and acoustics allow for effective teaching and communication. Lighting, heating and ventilation in the classrooms and other parts of the school are excellent. The school is well decorated and maintained. The furniture and fittings are appropriately designed for the age and needs of all pupils registered at the school, including those with special needs.

The school has undertaken an ambitious new build project that will further enhance the learning environment and opportunities for all the children. The senior leadership team regularly review the quality of the premises and the impact it is having on the pupils' safety and learning. Parents

nevertheless express slight nervousness as to whether the essence of Horizon will be lost in the expansion.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is excellent.

Parents are viewed as, and feel that they are, an integral part of the school. They are encouraged to visit as often as they wish to: last year, there were over 3,000 parent visits. Many come in weekly and support in class, others choose to help out on school trips, or during *freeflow* as a one-off.

Initial communication for new parents comes via the registrar's office and parents are guided through the process of registering a child for a Dubai school. Once offered a place, new families are sent the parents' handbook. This was re-written this year by the Friends of Horizon, and gives school information regarding uniform, classes and teachers. All new children are tracked by the Head of Pastoral and reviewed after their first week, and again after the first term. Parents are contacted by the Class Mum, prior to joining and again after the first week.

Within the first few weeks of term, a 'Meet the Teacher' evening is held where parents are invited to school to meet with senior leadership team (SLT) and their child's teacher. At this time, the teacher presents an outline for the class for that year. This takes place twice, to enable parents with more than one child to attend more than one session.

The most common means of communication are regular 'formal' letters, but the school also communicates in many other ways:

- **Website**
The school website holds all the information on uniform, staff, contact details, events, policies and so on. WAGS (Week At A Glance) show parents what their child is doing in class every week, and how they can support them. There are also suggested home-links activities. The rolling calendar keeps parents up-to-date with what is happening at school
- **Communicator**
This system for text messaging is very popular. Staff put notes and letters on to remind and update parents about events, learning and school information, whenever appropriate. Parents select what information they wish to receive.
- **SOS books**
Every pupil carries a book back and forth with them between school and home. It is used as a quick way for parents to communicate with the class teacher, if they need to tell them something first thing in the morning. This is also the way teachers communicate with parents about what is happening with their individual child.

- Reports and parents meetings
There is a mid-year report and an end-of-year report. Both cover all areas of the curriculum and are sent prior to parents evenings so they can be discussed in person if required. Parents evening and 'meet the teacher' events happen 3 times a year.
- Headteacher coffee mornings
The headteacher has informal weekly coffee meetings with parents. Parents can just turn up, have coffee and a chat.
- School tour
Although this predominantly aimed at new parents, all parents are welcomed for a school tour once a fortnight. The headteacher uses the opportunity to talk through the vision and ethos of Horizon. The tour includes dropping into classes, meeting specialists and having the opportunity to discuss queries with the head, head of primary and registrar after the tour.
- Open door policy
The school SLT operates an Open Door policy: parents are welcome to make an appointment at reception, send a note in via SOS books or just drop in
- Specific parent workshops
The school has run a very successful series of specific parent workshops on maths 'passports', maths calculations policies, literacy, guided reading, spelling, teaching and learning strategies, how and why one learns, music, EYFS curriculum and has a specific teacher as the point of contact for parent helper training in school. These workshops came about as a direct result of parents voicing a lack of confidence when helping out in the classroom.

There have also been a series of parent meetings to discuss the transition of staff, the new building, curriculum developments, timetabling developments and strategic plans for the new bigger Horizon school.

11. *Standard 7*

The school's procedure for handling complaints

This is excellent. Complaints are rare, but Horizon has good procedures in place that meet both local requirements and reflect best practice in the UK. The policy is rigorous and parents are aware of the procedures. They have access to school policies online and all sign a 'school promise' before their child starts at Horizon.

The first point of contact for any concern is usually the class teacher or subject specialist. The team leader and then the Head of Pastoral may get involved if necessary. If at this point, the issue cannot be resolved, the Head of Primary or the Headteacher will meet with the parents after discussing the issues internally.

If after this the parent wishes to take things further they are then invited to write to the board and in turn KHDA if they feel there has not been a satisfactory resolution.

Parents are also sent a copy of the parent handbook, also available on the school website. All personal documents are kept on file for every child.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

The effectiveness of leadership and management by the owners, headteacher, head of primary, senior managers and others with delegated responsibilities is excellent.

They provide clear educational direction, as reflected in the quality of education, the care of pupils, and the fulfilment of the school's aims and ethos. The vision of the school centres on children and their learning. There is a collective drive from the owners, the staff, parents and children to continue to improve the learning environment and pupils' experiences at Horizon, from strategic planning for the future to supporting children in school now. The owners of the school have quickly understood the ways of British education, including the expectations of staff, children, resources and curriculum. Leadership is strong throughout the school and children too are clear about their leadership roles. Horizon pupils play a real and discernible part in the overall leadership in the school, and are given many opportunities to demonstrate these skills. They are asked to contribute to many aspects of school life, including looking for good learning by visiting classes as 'inspectors'. Pupils in Years 5 and 6 participate in Junior Leadership training, which is thought to be a great asset to their future learning and independence.

There is a strong and positive relationship between the principal, the headteacher, senior staff and the school's owners. The latter are successful in securing, supporting and developing sufficient high quality staff, after first ensuring their suitability to work with children. Appropriate policies and procedures are in place for the smooth and secure day-to-day running of the school. They are reviewed periodically for effectiveness.

Leadership is well distributed. There has been a drive over the last three years to enhance the role of middle leaders, which has seen those staff taking responsibility for the standards in their areas. This includes supporting and observing teaching and learning, and conducting the performance reviews of their teams. All middle leaders have taken part in UK middle leaders training through BSME and NCSL, and are involved in whole school monitoring and feedback to teams and individuals.

The senior leadership team has been in a period of transition for the last year, as the existing Head of Primary will take over as Headteacher from September 2014 and the existing Headteacher will take on a more senior advisory role within the company. Succession planning has been well planned, with all stakeholders being involved from the very beginning of the process.