

دبي
المعرفة Knowledge

**SMART VISION
SCHOOL**






UK CURRICULUM






PARENTS REPORT




SUMMARY OF INSPECTION 2021-2022

ACCEPTABLE

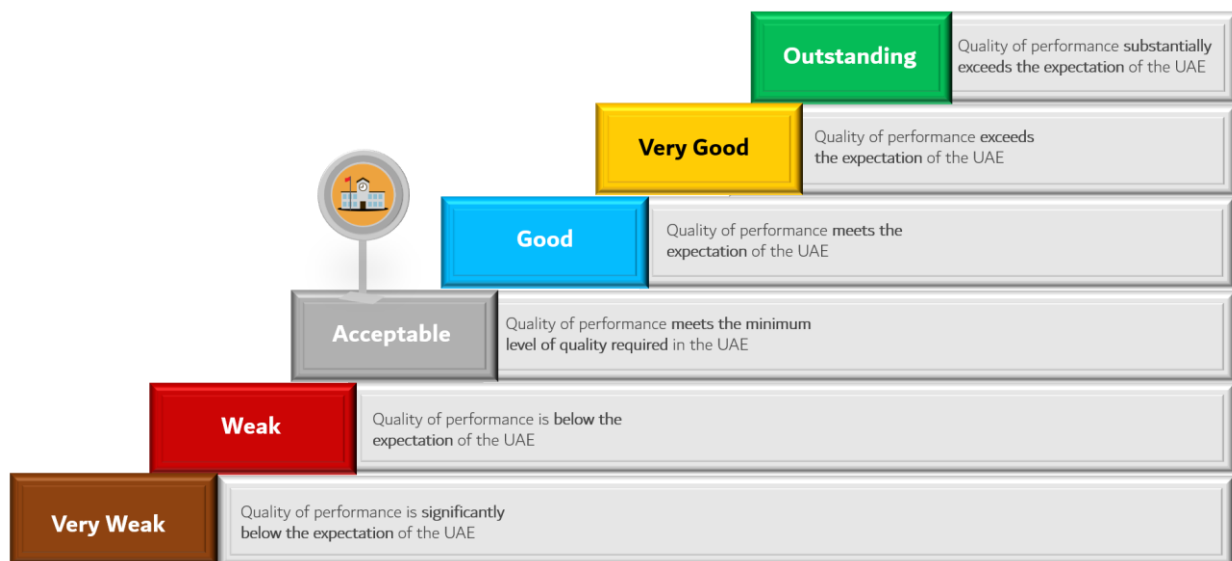
About SMART VISION SCHOOL

General information	
 Location	Al Barsha 2
 Website	www.smartvisionschooldubai.com
 Telephone	+97142880965
 Principal	Rachael Wilding
 Inspection Dates	23 to 26 May 2022

Students	
 Gender of students	Boys and girls
 Grades or year groups	FS1-Year 6
 Number of students on roll	375
 Number of Emirati students	64
 Number of students of determination	64

Teachers	
 Number of teachers	24
 Number of teaching assistants	21
 Number of guidance counsellors	1

Overall Performance for SMART VISION SCHOOL



Summary of Inspection Findings 2021-2022



Smart Vision School started in 2014. The school is open to boys and girls from the Foundation Stage (FS) to Year 6. It is in Al Barsha 2, Dubai. The school is part of the Atticus Education group that bought the school in 2017. At the time of the inspection, it had 375 students, which was 53 more than the previous year. The school was inspected in May 2022. This was the second inspection since the school opened. The previous inspection was in March 2019, when the school was judged to be acceptable.



Rachael Wilding joined the school in January 2019 and became principal in August 2020. She is the second principal to be appointed since the school opened. There are 24 teachers at the school. Almost all teachers possess a recognised teaching qualification. Approximately 38% of the teachers joined in the 2021-2022 academic year. Approximately one quarter of the teachers have been employed at the school for three years or more.



The school provides an acceptable quality of education. The principal provides purposeful leadership. Relationships are positive and professional, and staff morale is high. Partnerships with parents and the community are good. The governing board has not ensured that staffing is adequate to support this growing school. As a result, leaders have too many roles and do not have enough time to train staff and plan strategically.



Progress is good in English, mathematics and science in the primary phase, and in English and science in the FS. Progress is acceptable elsewhere. The quality of teaching is variable. Learning skills are good, but innovation and critical thinking are not well established. Although the outcomes of assessments are analysed, not enough use is made of this information to guide teaching and learning. The curriculum follows the National Curriculum for England, but inconsistencies in provision mean that the needs of students are not always met.



The school provides a safe, secure and supportive learning environment. Health and safety, and arrangements for child protection are good. Safeguarding training is extensive. Parents feel welcome at school and say that communication is improving. Support in lessons for students of determination is inconsistent, and provision for students with gifts and talents is underdeveloped.



The next steps for the governors and leaders are to ensure that:







- the school is adequately staffed to meet the needs of the curriculum and that leaders have sufficient time to develop staff and plan strategically

- the quality of teaching and learning is improved by identifying and sharing the best practice across all subjects and all phases
- provision meets the needs of all students, including students of determination, the more able students and those for whom English is an additional language
- improvement planning is based on rigorous self-evaluation and includes appropriate actions and achievable goals.

Overall School Performance

Acceptable

1. How good are the students' attainment and progress?

		Foundation Stage	Primary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable ↑
	Progress	Not applicable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↑
	Progress	Not applicable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable ↑
	Progress	Not applicable	Acceptable
 <p>English</p>	Attainment	Acceptable ↑	Good ↑
	Progress	Good ↑	Good ↑
 <p>Mathematics</p>	Attainment	Acceptable ↑	Good ↑
	Progress	Acceptable	Good ↑
 <p>Science</p>	Attainment	Good ↑	Good ↑
	Progress	Good ↑	Good ↑

	Foundation Stage	Primary
Learning skills	Good	Good

2. How good is the students' personal and social development?



	Foundation Stage	Primary
Personal development	Good	Very good ↑

Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good 
Social responsibility and innovation skills	Good	Good 





3. How good are the teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable
Assessment	Acceptable	Acceptable



4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary
Curriculum design and implementation	Good 	Good 
Curriculum adaptation	Acceptable	Acceptable

5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Very good 	Very good 
Care and support	Good 	Good 

6. How good are the leadership and management of the school?

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