

**SMART VISION  
SCHOOL**

UK CURRICULUM

**INSPECTION REPORT  
2021-2022**

**ACCEPTABLE**




























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## School Information

General Information	 Location	Al Barsha 2
	 Opening year of School	2016
	 Website	www.smartvisionschooldubai.com
	 Telephone	+97142880965
	 Principal	Rachael Wilding
	 Principal - Date appointed	1/8/2020
	 Language of Instruction	English
	 Inspection Dates	23 to 26 May 2022
Students	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	375
	 Number of Emirati students	64
	 Number of students of determination	64
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	24
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	21
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	1
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL Progress Tests
	 Accreditation	Not applicable

### School Journey for SMART VISION SCHOOL



## Summary of Inspection Findings 2021-2022

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students' Outcomes</p>	<p>In the primary phase, attainment and progress in English, mathematics and science are good. In the Foundation Stage (FS), attainment and progress in science, as well as progress in English, are good. Learning skills are good across the school. Students engage well in lessons. They take an active part in discussions. Their innovation and critical thinking are not well established.</p> <p>Students' personal development is a strong feature of the school. Students show kindness and respect for their teachers and each other. Their understanding of Islamic values and social responsibility are good, and they make a positive contribution to the school. They demonstrate secure understanding and respect for Emirati culture. Their enterprise and innovation skills are developing.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<p>The quality of teaching is variable across the school. Teachers know their students well, and relationships are positive and supportive. Teaching is most effective in English and science where differentiation is well considered. Through analyses of assessment information, teachers are aware of students' strengths, but they do not make enough use of this information to monitor students' progress.</p> <p>The school follows the National Curriculum for England, with due regard to Islamic education and Arabic. Statutory requirements are met. Although the curriculum is reviewed regularly by all staff, there are inconsistencies in provision. As a result, students' learning needs are not always met. The identification of, and provision for, students with gifts and talents are underdeveloped.</p> <p>Health and safety, and child protection arrangements are very good. The school provides a safe, secure and supportive environment. Safeguarding training is extensive and includes all staff. Support for students of determination is acceptable. Care and support across the school are good overall. The school has reliable systems for monitoring the well-being and personal development of all students.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<p>The principal provides purposeful leadership. Leaders know the school's strengths and weaknesses, but the written self-evaluation and planning are confusing. Relationships are strong, and morale is high. Partnerships with parents and the community are good, and parents are very supportive. The governing board represents all stakeholders but has not ensured that staffing is adequate.</p>

### The Best Features of The School:

- Students' attainment and progress in English, mathematics and science in the primary phase, and their learning skills across the school
- Students' personal development and their understanding of Islamic values, social responsibility and world cultures
- Arrangements for health and safety, and the care and support of students
- The leadership of the principal and the support of parents.







### Key Recommendations:

- Governors must ensure that:
  - the school is adequately staffed to meet the needs of the curriculum, particularly with regard to inclusion
  - leaders have sufficient time to develop staff and plan strategically.
- Improve the quality of teaching and learning by identifying and sharing the best practice across all subjects and phases.
- Ensure that provision meets the needs of all students, including students of determination, students with gifts and talents, and those learning English as an additional language.
- Ensure that school improvement planning is clear and based on rigorous self-evaluation, with appropriate actions and achievable goals.





## Overall School Performance

### Acceptable

#### 1. Students' Achievement

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



## 2. Students' personal and social development, and their innovation skills

	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. Teaching and assessment

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



## 4. Curriculum

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

## 5. The protection, care, guidance and support of students

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

## 6. Leadership and management


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 

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education


	Foundation Stage	Primary
Attainment	Not applicable	Acceptable 
Progress	Not applicable	Acceptable

- Most students demonstrate knowledge and understanding that are in line with curriculum standards. There are no significant differences between the achievement of boys and girls. Non-Arabic speaking students make better progress than Arabic speaking students.
- Students demonstrate a better understanding of Islamic values and principles of worship than that of the Holy Qur'an and Hadith. Only a few students make references to these as evidence of values or rulings. Students' knowledge of Seerah and their ability to refer to the life of The Prophet (PBUH) are limited.
- Although there has been an improvement in students' Holy Qur'an recitation and memorisation skills this year, this improvement is not consistent across the primary phase.

#### For Development:

- Ensure that the Holy Qur'an, Hadith and Seerah are highlighted more prominently in lessons.
- Provide more opportunities for students to practice Holy Qur'an recitation with rules.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable 
Progress	Not applicable	Acceptable


- Lower primary students are making better progress from their starting points than upper primary students. They can use standard language in simple contexts, expressing meaning clearly. Upper primary students do not have enough practice to speak more fluently.
- Students' knowledge of syntax and grammar is below the expected levels. Although they use a good range of vocabulary to express their thoughts, the development of their extended writing is inconsistent.
- The use of portfolios to track students' progress in extended writing is having a positive impact. However, this progress is limited because expectations are not linked to the curriculum standards or to clear assessment rubrics.

#### For Development:

- Provide upper primary students with more opportunities to practice speaking Arabic.
- Link all assessments to the appropriate curriculum standards in the four language skills.



## Arabic as an Additional Language





	Foundation Stage	Primary
Attainment	Not applicable	Acceptable 
Progress	Not applicable	Acceptable

- Students' listening skills are strong across the primary phase. Students respond appropriately to basic questions and express themselves well in different contexts. Lower primary students are making better progress than upper primary students.
- Not enough account is taken of the wide range of students' language abilities and starting points in lesson planning. This limits students' progress, particularly in the upper primary phase. Extended writing is underdeveloped across all years.
- The tracking of students' work from their differing starting points is having a positive impact on their progress. However, the identification of students' starting points is not always accurate. As a result, teaching approaches are not always well-matched to students' learning needs.

### For Development:

- Ensure that students' differing starting points are identified accurately and that account is taken of the number of years students have been learning Arabic.
- Ensure that the learning activities allow Arabic to be practised in more appealing and engaging ways.

## English




	Foundation Stage	Primary
Attainment	Acceptable 	Good 
Progress	Good 	Good 

- Although attainment has improved in FS, it is not as strong as it is in the primary phase, where students work independently and use technology effectively to develop their language skills. Year 1 outcomes reflect students' difficulty in settling back into school. Writing is the weakest skill.
- The introduction of a range of digital and personalised reading has improved students' motivation. They are now more confident, independent readers. In writing, younger students can form accurate letters and construct simple sentences. Older students can draw inferences, formulate questions and make predictions.
- The emphasis on reading, together with the use of a digital program for students to check their own progress, is having a positive impact. The use of online reading supports both Emirati students and others for whom English is an additional language.

### For Development:

- Improve students' writing skills by providing tasks at the beginning of lessons rather than fitting them in at the end.

## Mathematics





	Foundation Stage	Primary
Attainment	Acceptable 	Good 
Progress	Acceptable	Good 

- Attainment in both FS and the primary phase has improved. Boys and girls attain equally well across the school. Progress in lessons largely depends on the level of challenge provided, which is stronger in the primary phase.
- Children in FS can order numbers to 20 and can match numbers to a group of objects. Primary students show very good understanding of money. Students' mental calculations are improving in both phases.
- The application of mathematical skills in practical work is embedded in most lessons. Students' problem-solving and critical thinking skills are underdeveloped. There are too few opportunities for discussions during lessons. In addition, students' use of technology is limited.

### For Development:

- Provide students with appropriately-challenging tasks that develop their problem-solving, critical thinking and investigative skills.
- Improve students' access to and use of technology to support learning in lessons.

## Science

	Foundation Stage	Primary
Attainment	Good 	Good 
Progress	Good 	Good 

- The new approaches to scientific enquiry and investigation have improved students' attainment and progress in both phases. In FS, children understand the impact of factors, such as weather, on plant growth.
- Across both phases, scientific methodology is a regular feature of lessons. In the primary phase, most students plan their own investigations and make predictions. They carry out experiments, record their results and make conclusions.
- The well-planned and well-structured lessons are leading to improvements in students' critical thinking skills. However, students are not sufficiently challenged to take responsibility for their own learning.

### For Development:

- Extend students' scientific enquiry and practical investigation skills and provide them with more opportunities to become critical thinkers and independent learners.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Good

- In both phases, students enjoy independent and collaborative learning. Although, in the primary phase, students make effective use of technology in English, this is less apparent in FS and in the other subjects.
- Students engage well in lessons and like to take part in discussions. In mathematics, they enjoy participating in practical activities related to shopping. In English, they plan interviews with the baker from the 'Great Fire of London'. Although improving, their critical thinking and innovation are still not well-established.
- Students can engage in independent learning for longer periods of time, partly due to the focus on improved reading skills. Their ability to make links across subjects is improving.

### For Development:

- Ensure that the development of students' enquiry, innovation and technological skills is embedded across all subjects and in both phases.

## 2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary
Personal development	Good	Very good ↑

- Although children in FS have positive and responsible attitudes to school, the majority require adult support to remain on task. Primary students are consistently self-disciplined, enjoy one another's friendship and are respectful towards adults.
- Students' behaviour is exemplary, especially in the upper primary phase. Their punctuality to lessons exemplifies their positive attitudes toward learning. They are sensitive to the needs of others.
- Most students take part in physical exercise and outdoor sports and enjoy competitions. These activities enable them to develop good understanding of the importance of a healthy diet as part of a healthy lifestyle.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑

- Students across the school are aware of Islamic values and understand their relevance to UAE society. They can give many examples of values such as modesty and tolerance. They explain how all people living in the UAE are respected, irrespective of their religion or nationality.
- Students’ respect for the UAE heritage and culture is enhanced by a range of school activities, such as assemblies, celebrations and projects. They can discuss the history and many of the traditions of the UAE.
- Although students are proud of their own cultural backgrounds, only a few can talk knowledgeably about how their own cultures compare to that of the UAE.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good ↑

- Students in both phases are aware of their roles and responsibilities as members of the school and the wider community. They make positive contributions to the life of the school, although contributions to the wider community are limited.
- Students’ understanding of environmental sustainability is particularly strong. Most students, including FS children, can talk about the environmental challenges facing the world and can give suggestions of how to make the world a better place in which to live.
- Students’ work ethic is well developed across the school. Most students are happy and proud of their school. They contribute positively to many activities and projects, especially through the student council. However, students’ innovation and enterprise skills are still developing.

**For Development:**

- Improve students’ cultural awareness by providing activities that improve their appreciation and understanding of their own cultures and that of the UAE.
- Improve students’ enterprise, entrepreneurial and innovations skills, and provide more opportunities for them to contribute to the wider community.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- Although teachers' knowledge of the subjects they teach is secure, not all understand how the subject should be taught to meet the learning needs of all students. In some lessons, teachers' expectations of what students can achieve are too low.
- Work in lessons is generally planned for four different ability groups. This is most effective in English and science, where teachers know how to meet individual needs. Students' critical thinking and problem-solving skills have improved but are still underdeveloped.
- Where teaching is most effective, open-ended questioning encourages students to think deeply. Some teachers make effective use of technology to support learning. However, this is inconsistent as is the use of enquiry and opportunities for innovation.

	Foundation Stage	Primary
Assessment	Acceptable	Acceptable

- Internal assessment processes are generally linked to the curriculum standards. Assessment practices provide useful measures of students' attainment and progress. However, the use of this information to check students' progress is inconsistent.
- The school participates in external tests. Some use is made of this information to compare students' levels of performance nationally and internationally.
- Although assessments provide teachers with knowledge of students' strengths and weaknesses, not enough use is made of this information to ensure that appropriate support is provided in lessons. The quality of written feedback provided to students is inconsistent.

#### For Development:

- Improve teaching by ensuring that expectations are high and that learning tasks are appropriately challenging and matched to students' attainment levels.
- Ensure that more effective use is made of assessment information to monitor students' progress, and that written feedback gives students clear guidance on how to improve their work.

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good ↑	Good ↑

- The curriculum follows the National Curriculum for England. It enables students to experience a variety of subjects and learning experiences. The curriculum is progressive, and transition arrangements from FS into the primary phase are well organised.
- The curriculum provides a variety of age-appropriate choices that develop students’ interests and aspirations. Additional subjects, such as French, music and art, broaden students’ knowledge and skills.
- Cross-curricular links are planned through a thematic approach in a few subjects. Extra-curricular activities support students’ interests and their personal development. Most students contribute effectively to the school environment and the school community.

	Foundation Stage	Primary
Curriculum adaptation	Acceptable	Acceptable

- The curriculum is modified appropriately to meet the varied needs of students. In FS, modifications of the curriculum to meet children’s needs are included in lesson plans, but these are not always implemented.
- The curriculum is regularly reviewed, and improvements are identified. These reviews involve subject leaders and teachers from each year group. However, modifications do not always meet the learning needs of all students.
- Students have few opportunities to engage in activities that promote enterprise and innovation across the curriculum. Links to UAE culture and society are planned in the subjects, but they are not always evident in lessons.
- Arabic is taught in FS1 for 40 minutes each week, and in FS2 for 80 minutes each week.

### For Development:

- Extend cross-curricular links to enhance students’ ability to transfer learning across subjects.
- Ensure that curriculum modifications are made to meet the learning needs of all students.
- Increase opportunities for students to develop their entrepreneurial and innovation skills.

## 5. The protection, care, guidance and support of students

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

- Policies and procedures for the safeguarding and protection of students are appropriate and clearly communicated. Safeguarding training is extensive, includes all staff and is regularly updated. Staff confirm their understanding of their roles and responsibilities. Students confirm that they feel safe in school.
- The health and well-being of students and staff are given high priority. Careful consideration is given to students' safety when planning activities. The premises are well maintained with all the required safety checks implemented. Fire drills are regular, and evacuation points are clearly signposted.
- A knowledgeable medical team promotes healthy living very effectively. The premises are secure. Access gates are locked until departure time. Not all students follow the school policy for the wearing of sun hats.

	Foundation Stage	Primary
Care and support	Good ↑	Good ↑

- There is an appropriate emphasis on the importance of regular attendance. This is supported by a rigorous approach to the monitoring of attendance and punctuality and by the effective procedures for following up lateness.
- The school is inclusive and provides a positive, welcoming environment for students of determination. Generally, their needs are identified accurately using a wide range of assessments. The pastoral and academic needs of most students are met.
- Although some modifications are made to accommodate the range of needs of students of determination, support in lessons is inconsistent. Assessment procedures for identifying students with gifts and talents are underdeveloped.

### For Development:

- Ensure that there are rigorous procedures for identifying students with gifts and talents.
- Ensure that the support for students of determination is effective in lessons.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable




- The head of inclusion is a committed and energetic leader. She has established a strong vision, a detailed action plan and an inclusive ethos, even though staffing in this area is insufficient.
- In general, the identification procedures are sound. Through a suite of assessments, the special educational needs of most students are appropriately identified. However, procedures for identifying children on entry to FS are not always appropriate or sufficiently robust.
- Parents agree that the inclusion support team is skilled and supportive. They describe how communication is open and regular. They say that students with the most complex needs benefit significantly from the work of the team.
- A range of modifications and adaptations is used in classes. Application is not always consistent because the targets and success criteria are not often set against the students' key barriers to learning. Therefore, learning support assistants do not always plan accurately to meet individual students' needs.
- The good levels of care and guidance ensure that students of determination develop well, both socially and emotionally. A range of assessment information is used to measure their progress. However, inconsistencies in teaching result in variable academic progress.

### For Development:

- Through regular checks on the effectiveness of teachers and learning support assistants, identify where additional training is required to accelerate the progress of students of determination.
- Ensure that the learning support assistants have the necessary skills to support students with the most complex needs.
- Ensure that the staffing of the inclusion department matches the increasing numbers of students of determination, especially those with the more complex needs.



## 6. Leadership and management

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 

- Leaders are committed and determined. The school's vision and values are well understood. The principal is providing purposeful leadership. Relationships and communication are positive and professional. Staff morale is very high. Leaders know what needs to be done to improve the school's performance, but development work is hampered by the fact that many leaders have too many roles. The time taken in carrying out these roles restricts the time available for strategic planning.
- The written school self-evaluation is not clear enough. Although improvement plans contain appropriate actions, the key priorities and targets lack precision. As a result, the impact on the school's performance is inconsistent. The evaluation of teaching and learning is undertaken through lesson observations and supplemented by learning walks, book sampling and feedback from students. There has been some progress in addressing the recommendations of the previous report, but the school is not sufficiently focused on the different groups of students, particularly the more able ones and those with gifts and talents.
- Parents are very supportive of the school and of the school leadership. The views of parents are regularly sought and considered. Communications with parents are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate opportunities to talk to staff at arrival and departure times. The school collaborates with other schools and works with a variety of charitable organisations.
- The governing board includes representation from a range of stakeholders, including parents. Staff and students are consulted through the sub-committee structure. Board members monitor the work of the school and hold leaders to account for the school's performance and quality. They have good understanding of the work of the school but have not ensured that resources, in particular staffing resources, are sufficient to support the ongoing development and growth of the school.
- Most aspects of the day-to-day management of the school are well organised. The school's procedures and routines are effective and efficient. Although staff are deployed well, there are insufficiencies in some areas, including in senior leadership. The school's premises are adequate, and access for all is ensured. Specialist facilities, such as science laboratories, are not yet available. Classrooms in the FS are small and do not fully support best early years practice. Resources relevant to the curriculum requirements are adequate.

### For Development:

- Ensure that the teaching and learning areas in FS are spacious enough to support the best early years practice.
- Ensure that the school is adequately staffed to enable leaders to play a more strategic role in moving the school forward.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)