

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



**Inspection Report  
2018-2019**

**Victory Heights Primary  
School**

11 YEARS OF INSPECTIONS

**Very good**



























Curriculum  
**UK**



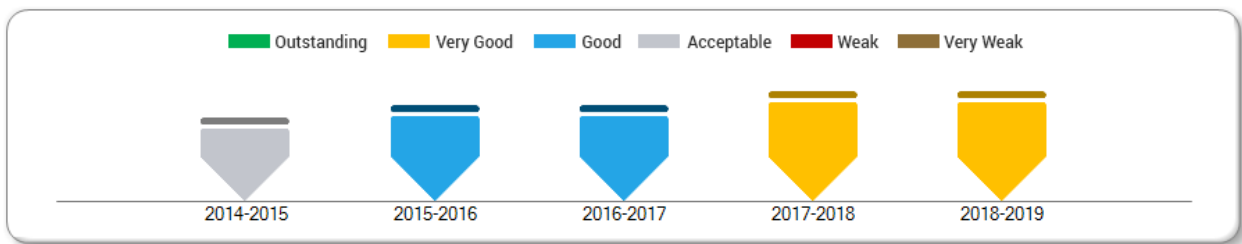
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## School Information

<b>General Information</b>	 Location	Sports City-Dubai
	 Opening year of School	2013
	 Website	vhprimary.com
	 Telephone	044231100
	 Principal	Sasha Crabb
	 Principal - Date appointed	1/1/2013
	 Language of Instruction	English
	 Inspection Dates:	05 to 07 November 2018
<b>Students</b>	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	817
	 Number of Emirati students	7
	 Number of students of determination	46
 Largest nationality group of students	UK	
<b>Teachers</b>	 Number of teachers	56
	 Largest nationality group of teachers	British
	 Number of teaching assistants	26
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	1
	 Teacher turnover	0%
<b>Curriculum</b>	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	SATs TALA, HDTIC Islamic, IBT Arabic
	 Accreditation	BSO
	 National Agenda Benchmark Tests	GL, CAT 4

### School Journey for Victory Heights Primary School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- In the Foundation Stage (FS), children's achievement and their learning skills have improved and are excellent. In the primary phase, students achieve exceptionally well in English, mathematics and science but make only acceptable progress in Islamic education and Arabic as an additional language. They have very well-developed learning skills and use them to good effect when given the opportunity.
- Students across the school are exceptionally well-behaved, courteous and hard-working. They enjoy learning, regularly attend school and keep fit and healthy. They make a significant contribution to their school and local communities, and care very much for the environment. Students have a clear appreciation and understanding of how Islamic values influence the UAE society. They have a clear understanding of their own and other world cultures.

### Provision for learners

- The quality of teaching and use of assessment are consistently effective in meeting the diverse range of children's needs in the FS. In the primary phase, it is more variable. In the less effective lessons, teachers do not take sufficient account of assessment information when planning and do not ask sufficiently-probing questions to assess students' understanding or to extend their thinking.
- In the FS, the curriculum is very well matched to children's age and stage of development and is successfully adapted to meet their individual needs. In the primary phase, the curriculum is effectively planned and regularly reviewed to ensure continuity and progression in most respects. This is less effective in Islamic education and Arabic as an additional language, and during transition from the FS to the primary phase.
- The school ensures that students' health, safety and wellbeing are a priority. They are cared for exceptionally well and protected from all forms of abuse. They receive effective guidance to help them develop socially, emotionally and academically. Additional needs are clearly identified, and appropriate systems for support are put in place to overcome any barriers to learning.

### Leadership and management

- The principal and the leadership team have successfully brought about significant improvement in recent years. Their evaluation of the school's performance is based on rigorous assessment and is accurate in most respects. Parents are involved on many levels in their children's education and are appreciative of the school. Governors promote and support the school very effectively and have a broadly-accurate view of students' achievements. The school is exceptionally well managed and resourced.

### What the School does Best:

- The inclusive vision of the principal, which is shared with all school leaders and governors, and the school's relentless drive for improvement through research and innovation
- The quality of provision, care, guidance and support for children in the FS and the impact this has on their personal development and academic progress, including their progress in Arabic as a first language
- Primary students' personal and social development, their very well-developed learning skills and their achievement in English, mathematics and science
- The systems for assessment and the increasingly positive impact this has on students' progress in lessons
- The productive partnerships forged with parents and other schools and the positive impact this has on the community.







### Key Recommendations:

- Governors, senior leaders and parents should continue to press the appropriate authorities to find a solution to improve road safety for students when outside the school.
- Improve students' achievement in Arabic by ensuring that:
  - teachers use accurate assessment information to plan lessons that provide appropriate levels of challenge for students of all abilities
  - students have opportunities to develop all four skills of speaking, listening, reading and writing.
- Improve students' achievement in Islamic education by:
  - ensuring that teachers communicate with Islamic A students using correct Arabic language
  - ensuring greater consistency in the strategies used to engage and challenge all students and to assess their learning accurately.

Overall School Performance

Very good

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	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Outstanding ↑	Outstanding ↑
	Progress	Outstanding ↑	Outstanding ↑
 Mathematics	Attainment	Outstanding ↑	Outstanding ↑
	Progress	Outstanding ↑	Outstanding ↑
 Science	Attainment	Outstanding ↑	Outstanding ↑
	Progress	Outstanding ↑	Outstanding ↑
<b>Learning skills</b>		Outstanding ↑	Very good

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding ↑	Very good
Assessment	Outstanding ↑	Very good

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good
Curriculum adaptation	Outstanding ↑	Very good

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

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

## 6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the 2018-2019 academic year.

#### School's Progression in International Assessments

**is above expectations**

- The school significantly exceeded its targets in the most recent TIMSS assessments and, on average, students' attainment across all subjects in the N.A.P is either sustained or is outstanding. Students' achievements are generally better than predicted by their CAT4 measured potential.

#### Impact of Leadership

**is above expectations**

- Leaders at all levels support the vision of the National Agenda and are innovative in their approach to delivering it. The impact of the comprehensive action plan is very well-monitored. Leaders demonstrate an excellent understanding of N.A.P. data analysis and what constitutes effective, data-informed interventions, all of which are routinely in place. Curriculum adaptation in English, mathematics, and science incorporates TIMSS and GL priorities in content and skills.

#### Impact of Learning

**is above expectations**

- The results of cognitive ability and benchmark tests are used very effectively by most teachers to identify strengths and areas for development in learning skills. The school has an excellent, in-house model of highly effective teaching and learning which promotes critical thinking well. Students' skills in the use of technology for research, problem-solving and enterprise are well developed across the curriculum and through excellent programmes, such as STEAM.

**Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.**

#### For development:

- Monitor more accurately the impact of the use of data on teaching, learning and achievement in Arabic and share best practice across the school more effectively.
- Develop students' confidence in applying their learning more effectively in different contexts so that it is consistent across all key subjects and in all year groups.

### Reading Across the Curriculum

- The school has implemented many effective practices that have had a significant impact on improving students' achievement in reading. These include a systematic approach to the teaching of reading and targeted interventions.
- FS children build strong foundations in early reading skills. By the end of primary, they can read fluently, make inferences, summarise and critically analyse texts.
- Students value the opportunity to browse in the well-stocked library and borrow books on a regular basis. Many are avid readers and read for pleasure and information while at school and at home.
- The school's strong commitment to the development of reading across the curriculum is evident in students' ability to tackle increasingly-challenging texts across the curriculum and their outstanding achievement in most subjects.

**The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.**

#### For development:

- Continue to develop the use of the library to broaden students' experience of reading a wide range of fiction and non-fiction in both English and Arabic.

### UAE Social Studies

- The UAE social studies curriculum outcomes have been clearly broken down by subject and by year group to support teachers in making clear links with other curricular areas.
- Opportunities for independent research give students more ownership of their learning. They interact and collaborate effectively and productively.
- A large majority of students achieve above the Ministry of Education (MoE) age-related curriculum expectations. Most Emirati students exceed the expectations.
- Work scrutiny and lesson observations indicate that a large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.

**The school's implementation of the UAE social studies programme is above expectations.**

### Innovation

- Students use technology very well to support their learning when it is appropriate. They frequently use their critical thinking and higher order thinking skills to solve real life problems.
- Students' outstanding work ethic, which is encouraged by all staff, is an integral part of the school's culture. Students participate in events and activities that promote key entrepreneurial skills that benefit the community.
- Teaching in most subjects provides opportunities for debate, discussion, collaboration, research, problem-solving and investigation.
- Curricular opportunities for design widen students' innovation experiences. There are planned opportunities for risk-taking, investigating and problem-solving through the STEAM programme.
- School leaders define innovation as 'change that leads to improvement'. They invite all staff to contribute to action research and pilot new strategies to evaluate their value to improvement.

**The school's promotion of a culture of innovation is developing.**

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students in the primary phase make the expected progress in lessons and in their work and demonstrate the knowledge, learning skills and understanding that are in line with curriculum expectations. Students in Islamic education for non-Arab students show more confidence in expressing their thoughts than those in Islamic education for Arab students do.
- Students' understanding of Seerah is stronger than their understanding of the Holy Qur'an. Their ability to recall verses from the Holy Qur'an or from Hadeeth to explain situations in life is still developing.
- The efforts exerted by the department in curriculum planning, to ensure smooth progression and continuity and to prepare students for the next phase, have not had sufficient impact on students' achievement.

#### For development:

- Improve memorisation and recitation skills across year levels by providing more opportunities for students to practise reciting verses from the Holy Qur'an and Hadeeth.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- The school's internal assessment data are inaccurate. Progress in lessons is better than the progress evident in students' recent work. Attainment is within expectations, although students' writing skills are underdeveloped. Older primary students achieve better outcomes than those in lower primary classes do.
- Listening is strong across the primary phase. Students can use Arabic effectively in different contexts. Accurate usage of standard Arabic is underdeveloped; most students have a limited range of vocabulary.
- Higher expectations in reading have had a positive impact on students' listening skills. Speaking and writing have shown limited improvement since the last inspection.

#### For development:

- Improve students' writing by:
  - extending and enriching their range of vocabulary through guided reading
  - developing their use of narrative techniques
  - accurately measuring their progress in developing this skill.

## Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Internal assessment data are inaccurate. Attainment and progress are within expectations for most students; this is evident in lessons and in their writing. Lower primary students who are new to the school make better progress from their starting points than students with more years of studying Arabic.
- Students' listening skills are in line with expectations across the phase. The use of the language in wider contexts is below expectations. This is because students have a limited range of vocabulary and lack the confidence to speak even about basic topics. Students' writing skills are the least developed.
- Grouping students into three levels has some positive impact on their progress. Identifying the individual needs of students through precise learning objectives is underdeveloped.

### For development:

- Improve students' speaking and writing skills by making a better use of resources and strategies such as students' notebooks, stories and oral presentations.

## English

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding ↑
Progress	Outstanding ↑	Outstanding ↑

- Internal and external assessments indicate that most students' attainment and progress in both phases are very high and consistently above age-related levels. Results are significantly higher than international averages, when compared to the expectations of the licensed curriculum and other appropriate external benchmarks. The high attainment levels are rising year on year.
- Most students make rapid gains in the development of their reading, writing, speaking, critical thinking and self-evaluation skills. This is a consequence of the strong student-centred approach that empowers them to think creatively and apply their skills and knowledge to the real world.
- Reading and purposeful discussion are inherent features of almost all lessons; this has a very positive impact on developing students' vocabulary and its use in writing and speaking. All groups of students make similarly strong progress.

### For development:

- Improve students' spelling skills in lower primary.

## Mathematics

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding ↑
Progress	Outstanding ↑	Outstanding ↑

- Data from internal and external curriculum-based assessments indicate that most students achieve above age-related expectations. Continuous assessment in the FS illustrates that most children exceed the expectations of the Early Learning Goals. Emirati students and students of determination make progress that is similar to that of their peers.
- Most children in the FS have a secure knowledge of number, shape and space. Most students across the school use mathematical vocabulary accurately. They have a strong grasp of numeracy, data handling and geometry skills, which they use very effectively in solving problems.
- Attainment and progress have improved since the previous inspection throughout both phases. In Primary, this is because of a much clearer focus on skilful questioning and problem solving, including the use of the Mathematics Mastery programme. In the FS, children explore mathematical concepts and develop numeracy skills and mathematical language, which are consolidated through independent learning tasks.

### For development:

- Develop students' application of knowledge and skills to solve problems.

## Science

	Foundation Stage	Primary
Attainment	Outstanding ↑	Outstanding ↑
Progress	Outstanding ↑	Outstanding ↑

- Across the two phases, most students' attainment and progress in internal and external tests, in lessons, in workbooks and against curricular expectations are well above age-related standards.
- Most children in the FS develop strong scientific skills through exploration and investigation. Most primary students demonstrate highly-developed scientific thinking and investigation skills. They can design independent investigations and apply their advanced scientific knowledge and understanding to solve increasingly-complex problems.
- Most primary students make meaningful connections in their learning through the STEAM programme and innovation initiatives to link previous learning to everyday experiences. Their increased understanding of the application of science to technology significantly accelerates their progress.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding ↑	Very good

- Most students are enthusiastic learners and increasingly take ownership of their own learning. They can sustain interest, and most persevere even with hard challenges. They collaborate very well in most lessons. They respond well to teachers' questions and challenges most of the time. They can demonstrate their thinking by justifying their answers.
- In most lessons, students can evaluate their own learning and that of their peers. They can see the purpose of their learning and relate it to the real world and to other areas of study. They increasingly make use of technology for research and to enhance their learning.
- In a minority of lessons, particularly in Islamic education and Arabic as an additional language, students do not readily demonstrate their learning skills because they are not given the opportunity to do so. Instead, they are directed too much by the teacher and, therefore, do not take sufficient ownership of their learning.

### For development:

- Ensure students have the opportunity to demonstrate and develop their learning skills in all subjects.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students, throughout the school, exhibit excellent attitudes and are very well behaved. They enjoy respectful relationships with their peers and staff, which are nurtured by the school ethos and the positivity of the school environment.
- Students are proactive and have a highly-developed sense of responsibility. They are keen on making healthy food choices. They are consistently respectful and supportive. They love their school and feel privileged to be in a safe and bully-free environment.
- Attendance rates are high throughout the school. Students are highly committed to arriving on time to school and to lessons.

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

- Most students have a clear appreciation and understanding of how Islamic values influence the UAE society. They celebrate various Islamic events. They appreciate the Islamic values of generosity, kindness and tolerance and understand how the UAE and Dubai foster these values by welcoming people from different backgrounds.
- Students fully respect and appreciate the heritage and culture of the UAE. They participate in assemblies, activities and charity events and embrace Arab greetings around the school. They celebrate National Day enthusiastically. They can identify the UAE's most important sites and tourist attractions.
- Students have a clear understanding and appreciation of their own cultures. Cultural diversity is celebrated through the International Day celebrations. Students extend their learning and understanding by involving parents in their cultural celebrations.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑

- Students' strong social responsibility is clearly evident in the school. The student council is large and proactive. Students feel that they have a voice and can propose actions in a variety of domains within the school and the wider community.
- Students demonstrate an excellent community spirit through fundraising for the cancer awareness campaign. They promote sustainability through the 'Ground to Plate' project and a range of other environmental initiatives.
- Students have a strong work ethic, show care and consideration for others and are keen to initiate community projects. They increasingly apply creativity and innovation skills to develop their own projects. They participate in events and activities that promote key entrepreneurial skills.

**For Development:**

- Ensure students have more opportunities to develop their understanding of how Islamic values influence life in the UAE.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding ↑	Very good

- In FS, teachers have a detailed knowledge of how children of this age learn. They plan imaginative lessons that capture children's interests. In the primary phase, most teachers are inspirational and highly skilled.
- The use of questioning in STEAM subjects and Arabic as a first language enables students to provide in-depth answers and to extend their thinking. In Islamic education and Arabic as an additional language, probing and thought-provoking questioning are rarely used.
- The school's research-driven, individually-tailored and university-style model of professional development has a positive impact on teaching, as evident in the improved quality and consistency of learning in STEAM subjects and in the FS.

	Foundation Stage	Primary
Assessment	Outstanding ↑	Very good

- Assessment procedures in both phases are systematic and extremely rigorous. In the subjects taught in English, assessment information is used very effectively to monitor attainment and progress. Assessment procedures are not used as effectively in Arabic and Islamic education.
- FS teachers use detailed information about children to plan effectively and track children's academic achievement and personal development. In English, mathematics and science, teachers use formative and summative assessment data very effectively to inform teaching, to provide very effective support and interventions and to adapt the curriculum. Assessment procedures enable students to know how well they are doing and to identify their next steps in learning.
- In the primary phase, some inconsistencies in the use of assessment data across subjects reduces the overall impact.

#### For development:

- Ensure that the best examples of effective teaching practices and the use of assessment data are shared across all subjects to achieve greater consistency.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good

- The FS curriculum very effectively lays the foundations for the delivery of the National Curriculum for England in the primary phase. The curriculum in both phases is suitably adapted for an international setting. It is broad and balanced, and regular reviews ensure it is fully compliant with statutory requirements and local priorities.
- The curriculum is well structured, provides continuity and facilitates students' progress. The school provides an extensive range of extra-curricular activities that nurture students' talents, interests and aspirations. Not all teachers recognise and accommodate students' prior skills and learning styles on transition from FS into the primary phase.
- Information and data are used effectively during regular reviews to reflect on provision and ensure it meets the needs of all students. Cross-curricular and thematic links are a strong feature of provision as they enable most students to transfer their learning across subjects and apply it to real world issues.
- Students benefit from a moral education programme that is taught through specific subjects in the primary phase and is embedded in the FS topics. The timetable provides sufficient time to deliver all elements effectively to ensure positive outcomes.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding ↑	Very good

- School leaders and teachers regularly review and make informed modifications to the curriculum and lesson planning to ensure students of all abilities are engaged and receive stimulating learning opportunities that provide them with appropriate levels of challenge and support.
- Students benefit from a wide range of curricular opportunities that increase their learning experiences, cater for their personal interests and promote their skill development. Adaptations incorporate a variety of projects and events within the school and wider community to promote enterprise, innovation and enrichment.
- The curriculum includes interesting and relevant opportunities to develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions and culture and the values that influence the UAE society. The recently-introduced mastery programme in all STEAM subjects has a positive impact on most students' learning and skill development.

#### For development:

- Ensure that students' learning needs and stages of development are fully recognised by teachers during transition from the FS into the primary phase.
- Adapt the curriculum to fully meet the needs of students in Arabic, particularly Arabic as an additional language.

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

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

- The school's policies and procedures for safeguarding are comprehensive and thorough. They are effectively communicated and implemented by staff to ensure the protection and safety of all students. Parents and students are aware of these. Students are safe at school and are protected from all forms of abuse. The promotion of healthy lifestyles is systematically embedded in the curriculum.
- The school provides a welcoming, hygienic, safe and inclusive environment. Procedures for the maintenance of premises, facilities and resources are very effective. Safety checks are regular and sufficiently thorough. Detailed records are kept of all reported deficiencies, which are addressed promptly.
- The school has responded well to the issues raised in the previous inspection report. It has contacted relevant authorities to express its concerns regarding safety on the roads adjacent to the school. Some safety measures have been introduced, but this remains a significant concern.

	Foundation Stage	Primary
Care and support	Outstanding ↑	Very good

- Students' wellbeing and personal development are a high priority for the school. In FS, the caring and nurturing learning environment ensures children have high levels of self-esteem and confidence. In Primary, the caring and respectful ethos has a positive impact on students' attitudes and behaviour, which are exemplary.
- The school successfully promotes very good attendance and punctuality. Pastoral care is very strong, and students have access to a trusted adult if they have any concerns. There is rigorous monitoring of academic progress, and target setting is developing well in most subjects.
- The school has effective systems for identifying students of determination and those with gifts and talents. The quality of support for these groups is very good overall. Students with gifts and talents have many opportunities to excel in a wide range of extra-curricular activities and in most subjects.

### For development:

- Ensure that governors and leaders continue their efforts to persuade the relevant authorities to address road safety outside of the school.
- Ensure that students with gifts and talents are challenged in all subject areas.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The inclusion champion and the inclusion team have been instrumental in promoting an inclusive ethos throughout the school. The quality of teachers' individualised plans and their effective modification have improved. Targeted professional development for learning support assistants has a positive effect on students' personal development and progress.
- Processes to identify students' learning needs are effective and consistently applied. Good use is made of information from external specialists and internal assessments to identify barriers to learning and plan appropriate interventions. Identification and targeted intervention in FS have a very positive effect on the development of children's skills and personal development.
- Parents are very positive about the work of the school. They value the inclusive ethos and the care and support provided for their children. They welcome the regular up-dates on progress, the guidance on how to help their children at home and the responsiveness of staff if they have any concerns.
- Detailed individualised educational plans (IEPs) are available in every class as a structure to develop support and modification of work. In FS, children are supported exceptionally well through personalised programmes. In Primary, support from specialist teachers is consistently effective. The quality of support in some lessons is more variable because it is teacher dependent and influenced by the skill level of staff who deliver interventions.
- Students of determination make very good progress from their starting points. Younger students develop their personal and social skills very well, and this has a positive impact on their learning potential. Older students do not receive sufficient guidance and support to enable them to manage their own learning and develop their independent learning skills.

### For development:

- Provide professional development and mentoring for staff to ensure that the best practice of modification and support is consistent across all subjects.
- Develop older students' independent learning skills to enable them to manage their own learning and tackle increasingly-challenging tasks across the curriculum.

## 6. Leadership and management

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

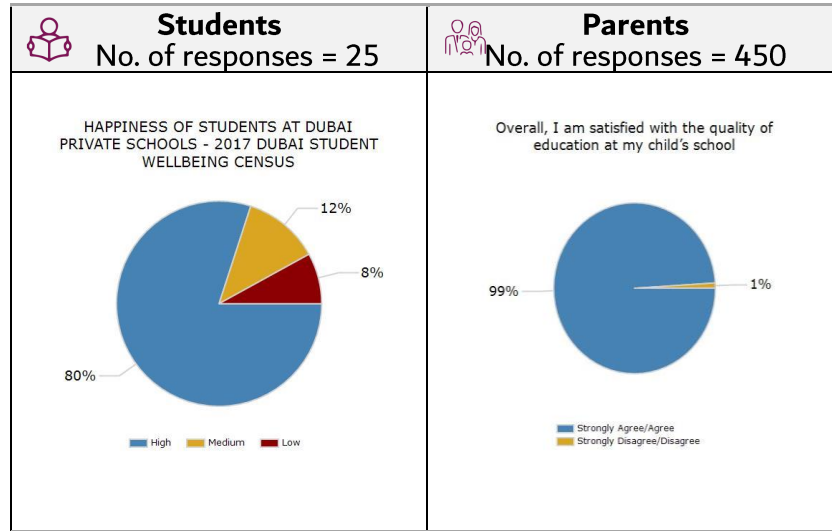
- The principal's passion and enthusiasm are infectious. Her vision is inclusive in its truest sense of the word. She empowers others and trusts them to take responsibility for, and ownership of, their work. Leadership is distributed very effectively. Leaders are innovative in their thinking and relentless in their search for improvement. They have generated a momentum that has led to improvements in students' achievements.
- Self-evaluation includes rigorous analyses of assessment data, monitoring of teachers' effectiveness and feedback from staff, students and parents. This leads to accurate judgements of the school's performance in most respects. There has been a significant number of improvements as a result of appropriate actions taken to address the recommendations from the previous inspection. This has had some impact, but it has not been sufficient to improve progress in Islamic education and Arabic or the overall quality of teaching.
- Parents are positive about the high quality of teaching. They are successfully engaged as partners in their children's learning. They hold the school in high regard and appreciate that it provides an inclusive culture. The communication systems between school and parents include the effective use of social media as well as personal meetings. There is an active and well-supported parents' association. Strong local partnerships, such as with a cluster of schools in Dubai, support students' academic and social development.
- Governors are representative of the whole school community, including students and parents. They increasingly make a difference to school life and the community. Governors are supportive of the school and demonstrate their commitment to enhancing learning and outcomes by, for example, providing additional resources. They hold school leaders to account for their work. Although they are knowledgeable of most aspects of the school, their views of improvements in Arabic as an additional language and Islamic education are inaccurate.
- The school is exceptionally well resourced. Additional funding has been provided for professional development, facilities, staffing and liaising with other schools to share best practices in education. The library is well-stocked. Buildings and facilities are conducive to learning. A new multipurpose play area is under construction. The swimming pool is a very well used resource.



### For development:

- Ensure that the leadership team has higher expectations for achievement in Islamic education and Arabic.

## The Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <b>Students</b>	<ul style="list-style-type: none"> <li>The small number of students who responded to the survey have a very positive image of themselves as learners. They enjoy school, work hard and have friends and adults in the school to go to if they face a problem. A few do not think they persevere with their work and do not feel fully engaged during lessons.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>About three-quarters of families responded to the survey. Almost all of those are very positive about most aspects of the school. They believe their children are safe and very happy at school and are doing well academically, socially and emotionally. They are well informed and involved in school life. A few parents have concerns about fees, traffic congestion outside of school, the extent to which their children learn about Islamic culture and Arabic and their children's involvement in sports teams.</li> </ul>

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)