

**SOUTH VIEW SCHOOL
L.L.C**

UK CURRICULUM

**INSPECTION REPORT
2021-2022**


























GOOD



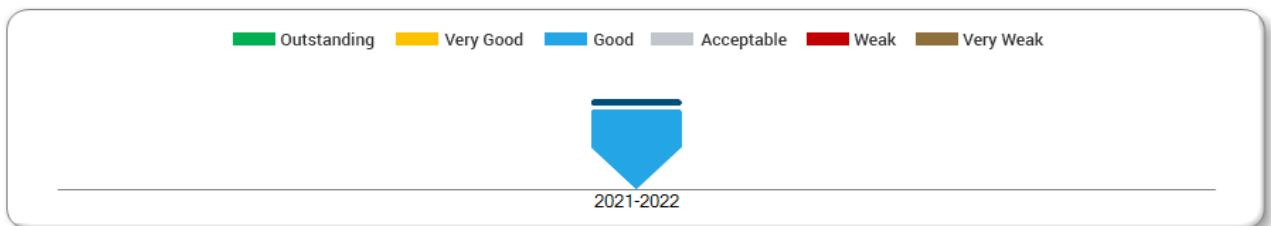
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School Information

General Information	 Location	Dubai Land
	 Opening year of School	2018
	 Website	southviewschool.com/
	 Telephone	97144264864
	 Principal	Reuben David Flint
	 Principal - Date appointed	9/1/2021
	 Language of Instruction	English
	 Inspection Dates	28 to 03 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-15
	 Grades or year groups	FS1-Year 10
	 Number of students on roll	1052
	 Number of Emirati students	5
	 Number of students of determination	73
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	85
	 Largest nationality group of teachers	British
	 Number of teaching assistants	39
	 Teacher-student ratio	1:24
	 Number of guidance counsellors	1
	 Teacher turnover	44%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	NA
	 Accreditation	NA

School Journey for SOUTH VIEW SCHOOL L.L.C



Summary of Inspection Findings 2021-2022

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

Students Outcomes

- Student achievement is very strong in English and mathematics in the Early Years Foundation Stage (EYFS) and these high levels of achievement are maintained in English in the primary phase. Across all phases in core subjects of the National Curriculum for England (NCfE) students achieve positive outcomes in assessments. Students generally reach the required standards in Arabic and Islamic Education.
- Students have positive attitudes towards school and learning. Their relationships with each other and with staff and teachers are respectful. The broad cultural diversity in the school contributes positively towards students' deep understanding of their own culture and other cultures including Emirati culture in the school. Students in the primary and secondary phases willingly accept roles of responsibility within the school community.

Provision for learners

- Teachers have a detailed understanding of the NCfE and teach interesting lessons across the school. Lesson planning to meet the needs of different groups of students are stronger in the EYFS and primary phases. In the primary phase and within the Ministry of Education (MoE) curriculum subjects, established effective assessment systems are in place. This enables the detailed monitoring of student progress leading to the required curriculum modifications in lessons.
- The curriculum is broad and balanced, with cross-curricular links well planned and managed, especially in the primary phase. Across the school there is a strong focus on the development of literacy and numeracy skills. The school has developed a wide range of extra-curricular learning opportunities for its students. This allows them to identify their interests and fulfil their potential in a variety of academic and non-academic settings.
- Promoting healthy living is a high priority in the school with exercise and advice on healthy eating provided, as well as very effective measures for hygiene and infection control. Specialist staff quickly identify students of determination including those who have gifts and talents. The guidance counsellor supports students to build resilience and cope, should concerns of a personal nature or anxieties arise.

Leadership and management

- The newly-appointed principal has developed in a short space of time, a cohesive and vibrant school community, founded on a shared vision of inclusion and diversity. School leaders display strong professional competence and demonstrate an understanding of current educational practice. The school is well equipped with all the necessary and relevant, up-to-date resources and provides a stimulating learning environment for students and staff.

The best features of the school:

- The school's vision of inclusion and diversity, which provides a vibrant cohesion between all stakeholders
- The school's management, staffing and facilities in providing effective education provision for students
- Health and safety practices which ensure all students are kept well and safe
- The quality of the curriculum and its modification to meet students' needs.







Key Recommendations:

- Improve the attainment and progress in Islamic Education and Arabic Languages.
- Improve the consistency of teaching and learning by:
 - developing the range of strategies for learning and teaching, ensuring a balance between covering content and developing skills
 - using assessment data more systematically to plan and deliver lessons that meet students' identified needs
 - extending students' self-assessment to increase their awareness of their successes and how to plan to achieve their targets.
- Improve the quality of leadership by:
 - implementing an appraisal system which has its focus on the impact on student achievement;
 - designing targeted professional development derived from the outcomes of appraisal.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Weak
 English	Attainment	Good	Good	Acceptable
	Progress	Very good	Very good	Good
 Mathematics	Attainment	Good	Good	Acceptable
	Progress	Very good	Good	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
Learning skills		Foundation Stage	Primary	Secondary
		Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good
Curriculum adaptation	Good	Very good	Good

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

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

6. Leadership and management

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

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	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons, most students demonstrate knowledge, understanding and skills that are in line with curriculum expectations. Internal data shows that students' attainment in both phases is also in line with curriculum expectations.
- In both phases, students understand the key messages in verses from the Holy Qur'an and Hadith. However, their memorisation and recitation skills remain underdeveloped. Students have a secure knowledge of the Principles of Islamic Faith, key beliefs and practices. Their knowledge of Seerah is not as strong and is inconsistently applied.
- In the primary phase students are using technology appropriately to extend their learning.

For Development:

- Improve students' skills in Holy Qur'an memorisation and recitation as well as their knowledge of Seerah.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons, most students demonstrate knowledge, understanding and skills in line with the required curriculum expectations. Internal attainment data displays achievement levels that are in line with curriculum expectations in the primary phase but below curriculum expectations in Secondary.
- Students in both phases can read age-level texts and apply basic reading skills to understand simple ideas in the reader. In secondary work samples, students show that they can write short texts, and some respond to comments about how to improve their work. However, the quality of their written work is inconsistent as are their skills in speaking across both phases. Students' conversation is often at a non-standard level with too many words in English.
- The school has started implementing an online Arabic reading programme. It is too soon to review the impact of this additional resource in students' work and in lessons.

For Development:

- Improve students' speaking skills in both phases.
- Implement the online reading resource more consistently to develop more effective skills in reading.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Weak

- In lessons, students' attainment is in line with curriculum expectations in the primary phase but below curriculum expectations in Secondary. However, the internal assessment data indicates that student achievement in both phases is in line with curriculum expectations.
- In Primary, students know the basic common vocabulary which they can use to produce short sentences. Students' writing and speaking skills are inconsistent across both phases. In Secondary, students' vocabulary is very limited, and all language skills are underdeveloped.
- The thematic approach to the delivery of the curriculum is at the expense of developing functional communication skills. This in turn is slowing down students' progress as they move through the year groups in the school.

For Development:

- Improve students' knowledge of vocabulary and grammar, especially the use of present and past tenses.
- Adapt the curriculum and teaching to improve all communication skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Acceptable
Progress	Very good	Very good	Good

- Across the school, students are actively engaged in their learning and very good progress is observed in lessons. Learning is particularly enhanced by enthusiastic student engagement, provided during cooperative or collaborative learning opportunities.
- Students make steady progress in developing their reading, writing, listening and speaking skills as they move from Foundation Stage through to Secondary. This skill development is particularly evident and most exemplified in Primary.
- The availability of digital panels in each classroom is having a positive impact on teaching and learning during English lessons. Levels of student engagement increase significantly when digital panels were used effectively and creatively in lessons.

For Development:

- Ensure that reading is promoted both within the subject and across the curriculum.
- Continue to ensure that the transition of students between phases is seamless and effective.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Acceptable
Progress	Very good	Good	Good

- A majority of students in Foundation Stage (FS) and the Primary phase, attain above curriculum standards in internal assessments, while most students in Secondary attain at the expected level. In external GL testing in the FS and Primary, students' outcomes are mostly positive; the smaller number of students in Secondary generally reach the expected levels. Trends in attainment have been consistent over the past three years.
- The school's data for the primary phase indicates that boys' progress is stronger than that of girls, which is also better than that for students of determination.
- Students develop the capacity to compare height and length, and to construct shapes by plotting co-ordinates. They can substitute positive and negative numbers into complex expressions and factorise accurately. However, students are less confident with mathematical reasoning and applying their learning to real-life contexts.

For Development:

- Provide more investigative and practical learning opportunities to develop problem-solving and students' reasoning skills.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Good	Good	Good

- Most students make strong progress from their starting points in science. In FS, children achieve the expected levels of development and describe simple changes such as, seasons and ice melting. Discussions in FS2 are restricted by a lack of scientific vocabulary. In Primary and Secondary, the majority of students attain better than expected standards.
- Primary students have a sound understanding of the properties of materials, effectively relating them to potential use. All students read, tabulate data well and, where appropriate, produce graphs. They can interpret data and justify conclusions.
- From Year 1 to Year 10, there is a systematic development of understanding of scientific methodology including hypothesising, observation and evaluation. Conceptual understanding is sometimes not as strong. Primary students have a more restricted hands-on experience to those in Secondary where practical skills are strong.

For Development:

- In FS2 provide more opportunities for children to extend their early scientific vocabulary to enable them to better understand and discuss changes in matter and materials.
- Increase opportunities for more practical work in Primary.
- Ensure that all investigations include a focus on conceptual understanding.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students across all phases have positive attitudes towards their learning and have respectful relationships with their teachers and each other. Students report that they enjoy their learning experiences at the school and within their extra-curricular activities.
- Students can learn independently but they can also thrive in cooperative and collaborative learning situations when suitable opportunities are presented in lessons. Such opportunities arise less frequently in Arabic languages lessons. Generally, students lack consistent opportunities across most subjects for critical thinking and problem-solving.
- Students occasionally reflect on their own learning and the assessing of other learning in some lessons. Increasingly, students are being encouraged to take more responsibility for their learning as they progress throughout the school.

For Development:

- Ensure that lesson planning provides all students with opportunities for developing their critical thinking and problem-solving skills.
- Ensure that the development of communication and collaboration skills is a key focus for students in Arabic.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Students have positive attitudes towards school and learning. They display self-discipline and follow school rules. Their behaviour and self-discipline contribute to a safe and orderly learning environment. Students actively participate in physical education, and some participate in competitions outside school.
- Relationships amongst students and with staff and teachers are mutually respectful. Students willingly help each other during lessons. They are considerate and mindful of others' needs.
- Attendance during the year was 94% which is acceptable. Sometimes, when students move between classes, they arrive slightly late to their lessons especially if they have to travel across the site. The school's leadership is aware of this issue.

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

- Students have an adequate understanding of Islamic values and how they influence life in the UAE. They appreciate the atmosphere of diversity and tolerance that they enjoy in Dubai.
- Students appreciate the Emirati culture and customs. They understand the history of the country and the importance of the role of its founders in uniting the country. They can mention examples of rapid development, as well as significant projects and landmarks in the UAE.
- The knowledge of the vast diversity in Dubai and within the school, contributes positively towards students' understanding of their own and other cultures, and identity. Students learn to speak foreign languages such as, Spanish and French, in addition to Arabic, English and their own home language.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Good	Good

- Students in Primary and Secondary willingly take on responsible roles within the school community, for example, through the student council and the 'SVS' Challenge Initiative. Children in FS look after their immediate environment but have limited responsibilities beyond this.
- Positive attitudes and high levels of enthusiasm permeate the school. Students show initiative, particularly in devising online projects and challenges such as, designing School House logos and kindness challenges. Volunteer projects in the wider community are currently limited due to pandemic restrictions.
- Students are well aware of sustainability issues and devise in-school recycling programmes for batteries and clothes. They participate in energy saving initiatives to improve the school environment and take part in projects related to environmental issues, such as, plastics in the oceans.

For Development:

- Provide more opportunities for younger children to take age-appropriate responsibilities.
- Participate in community activities, initiatives and volunteer programmes when restrictions are eased.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers have a detailed understanding of the NCfE and teach, interesting effective lessons across the school. Teaching of the MoE subjects, particularly Arabic as an additional language, is less effective as teachers do not consistently encourage student engagement.
- Teachers know their students well and use assessment data effectively to plan lessons to meet their different needs. Lesson planning to meet the needs of different ability groups is better planned in FS and Primary than it is in Secondary.
- Most teachers question well, give time for student reflection and probe for understanding. In some subject areas of the curriculum teaching systematically develops students' ability to think critically, for example, to apply their beliefs in Islamic Education. In Arabic as an additional language, questioning is less effective. Across the school, opportunities for extended, independent learning are limited.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Primary and the MoE curriculum subjects have effective, well-established assessment regimes enabling detailed online monitoring of progress against curriculum objectives. This is supporting the identification of required curriculum modifications in lessons. This year the school introduced FS to the same online system and in Secondary a new system is now benchmarking students against the requirements of the General Certificate of Secondary Education (GCSE).
- Teachers are well aware of individual strengths and weaknesses of their students. They use oral feedback and written guidance to them to convey clear expectations and helpful comments which is promoting further learning.
- Primary and secondary school students sometimes use helpful guidelines to structure their work, and which support self and peer assessment. In particular these are helping to develop critical thinking as well as identifying targets for improvement. This practice is less developed in MoE subject areas.

For Development:

- Raise the standard of teaching in Arabic as an additional language, to match the quality of other teaching within the school.
- Ensure that all teachers use assessment data to plan lessons that meet the learning needs of all students.
- Provide students with more self-assessment opportunities to enable them to plan their next steps in learning.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Good

- There is a clear rationale for the curriculum, which is aligned with the school's vision and mission. Across all phases there is a strong focus on literacy and numeracy. However, in Arabic, as an additional language, a greater focus on developing students' communication and collaboration skills is required.
- The curriculum is broad and well balanced while cross-curricular links are planned and managed, particularly in the primary phase. A thematic approach to learning across year groups is successfully embedded in all phases. Curriculum continuity and progression is developing as the school roll increases.
- The school conducts regular reviews of its curriculum in relation to students' needs, interests, achievements and aspirations. This process is well established in FS and the primary phases. Some creative curricular initiatives, which developed as a response to the recent online learning solution, have been successfully included in the school's learning programmes.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Very good	Good

- The school has developed a wide-range of extra-curricular and out-of-school learning opportunities for students in all phases. This is allowing students to identify their interests and fulfil their potential in a variety of academic and non-academic settings.
- Curriculum modifications, based on the learning needs of individual students, are implemented appropriately across the phases. This process is firmly embedded across Primary and is developing rapidly in the other sections of the school.
- Appropriate learning experiences are integrated across the curriculum, enabling all students to develop a clear understanding of the UAE values, culture and society. Within the context of the new FS Framework, this area is still developing.
- Arabic is not taught in FS.

For Development:

- Ensure that, as the secondary phase grows, students experience continuity and progression as they transition from Primary.
- Identify opportunities within the curriculum for developing even further Digital Literacy Skills as an important element of preparing students for the future.

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

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

- The school has rigorous procedures and comprehensive safeguarding policies, supplemented with training for teachers. This ensures that students of all ages are very well protected from different forms of harm and abuse. Students report that they feel safe and well-supported in the school.
- The site is accessible for all and is safe and secure. Highly effective supervision arrangements are in place for the safe transportation to and from school. Record keeping and the reporting of concerns are robust. The school has identified that establishing an electronic system will make such processes even more rigorous.
- The promotion of healthy living is a high priority in the school with exercise and advice on healthy eating provided, as well as very effective measures for hygiene and infection control. Students benefit from well-shaded outdoor areas and ready access to drinking water.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Care and support across the school benefits from the strong mutual respect between students, teachers and parents. The school has high expectations of behaviour which are shared and understood across the school community.
- Specialist staff identify students of determination and those with gifts and talents. Personalised support is planned, together with students and parents to accommodate any differences, whether academic or social and personal. The school has an inclusive ethos.
- The guidance counsellor supports students to build resilience and cope with personal concerns or anxieties. Older students are provided with advice to aid their decision-making about subject choices and future careers. In FS and Primary students receive age-appropriate safety advice.

For Development:

- Support parents and carers further to access the relevant and appropriate support services the school has, in addition to those provided by external agencies.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders, including the governor for inclusive education and the inclusion champion, demonstrate a commitment to providing a community in which all students with additional needs are welcomed. Accurate self-evaluation and improvement planning underpin their vision of this inclusive school.
- The identification of students of determination is a strength. A highly-qualified team of specialist teachers who are knowledgeable about differing students' educational needs ensures this. Teachers' professional judgements, and parental concerns, contribute to the careful assessment of students' individual learning needs.
- Regular communication with parents forms a partnership to plan the support that students of determination require to close gaps in their learning. Parents are welcomed into school, contribute their views, which help to agree a consistent approach for their children.
- Learning support assistants (LSAs) support the development of students' communication and academic skills. Training from specialist teachers helps to improve the assistants' skills and accuracy in supporting literacy interventions. Teachers successfully implement Individual Education Plans.
- Most students of determination make good progress in personal and social skills development. However, the record of the measurement of the small steps of academic progress they make from their starting points is not supported effectively within the whole school tracking system.

For Development:

- Provide further training and consistency of approach for LSAs who are delivering interventions by using specialist teachers and external experts to model best practice.
- Explore and invest in a specialised tracking system for pupils with high levels of need.

6. Leadership and management

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

- Leaders, led by the principal, are dedicated and effective. They display strong professional competence and demonstrate an understanding of up-to-date educational practice. Senior leaders share a clear sense of purpose as a team and are successful in communicating the school's aims. Leaders demonstrate a commitment to inclusion and diversity. They have established a shared vision, which has been negotiated with all stakeholders. Their impact on school performance has been constrained by the limitations of the pandemic.
- Positive steps are taken to gather the views of all stakeholders about the quality of service provided by the school. Information from data is used well to inform the process of self-evaluation. As a consequence, leaders know the school well and accurately identify key priorities for the future. The processes for monitoring and evaluation include an appropriate focus on students' outcomes as well as the quality of teaching in the school. The formal appraisal of staff is planned but has not been fully implemented.
- Parents are highly supportive of the school and the senior leadership team. The school uses a wide range of effective methods to communicate with parents, taking into account the diversity of home languages. Parents receive regular reports regarding their children's progress, attainment and targets for improvement. The school traditionally benefits from strong links with the local community.
- The governing board includes representation from the school community, including parents and teachers, allowing it to respond constructively to stakeholders' concerns and suggestions. Governors regularly monitor the work of the school and hold senior leaders to account for the achievements and personal development of students. They have expertise and knowledge and are able to exert a positive impact on the performance of the school. They actively support school leaders to help the school meet its commitment to parents and comply with statutory requirements.
- The operation of the school runs very smoothly with excellent liaison with parents. Teachers are appropriately qualified to provide a curriculum of high quality and benefit from a regular programme of professional development addressing school priorities, although this is not linked to the appraisal system. The premises and facilities provide a safe, accessible and stimulating environment, well suited to supporting the curricular and extra-curricular activities of students. The school is well equipped with all necessary and relevant, up-to-date resources.

For Development:

- Ensure all leaders optimise their impact upon student outcomes.
- Implement a formal appraisal system, which also focuses on the impact of student achievement.
- Design targeted professional development opportunities which are derived from the outcomes of an appraisal system.

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