

# Inspection Report



## Victory Heights Primary School

2014-2015



## CONTENTS

<b>School Information</b> .....	<b>2</b>
<b>Parents' Report</b> .....	<b>3</b>
<b>School Inspection Report</b> .....	<b>10</b>
Overall school judgement .....	11
Key strengths .....	11
Changes since the last inspection.....	11
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development? .....	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students? .....	17
How well does the school provide for students with special educational needs? .....	18
How good are the leadership and management of the school? .....	18
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

## School information



### General information

Location	Sports City
Type of school	Private
Opening year of school	2013
Website	www.vhprimary.com
Telephone	0504112355
Address	Dubai - Sports City
Principal	Sasha Crabb
Language of instruction	English
Inspection dates	23 <sup>rd</sup> - 25 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	3-11
Grades or year groups	Foundation Stage 1- Year 6
Number of students on roll	521
Number of children in FS1	102
Number of Emirati students	4
Number of students with SEN	24
Largest nationality group of students	British



### Teachers / Support staff

Number of teachers	34
Largest nationality group of teachers	British
Number of teacher assistants	27
Teacher-student ratio	1:22
Number of guidance counsellors	0
Teacher turnover	0.05%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	SAT, CAT4
Accreditation	-



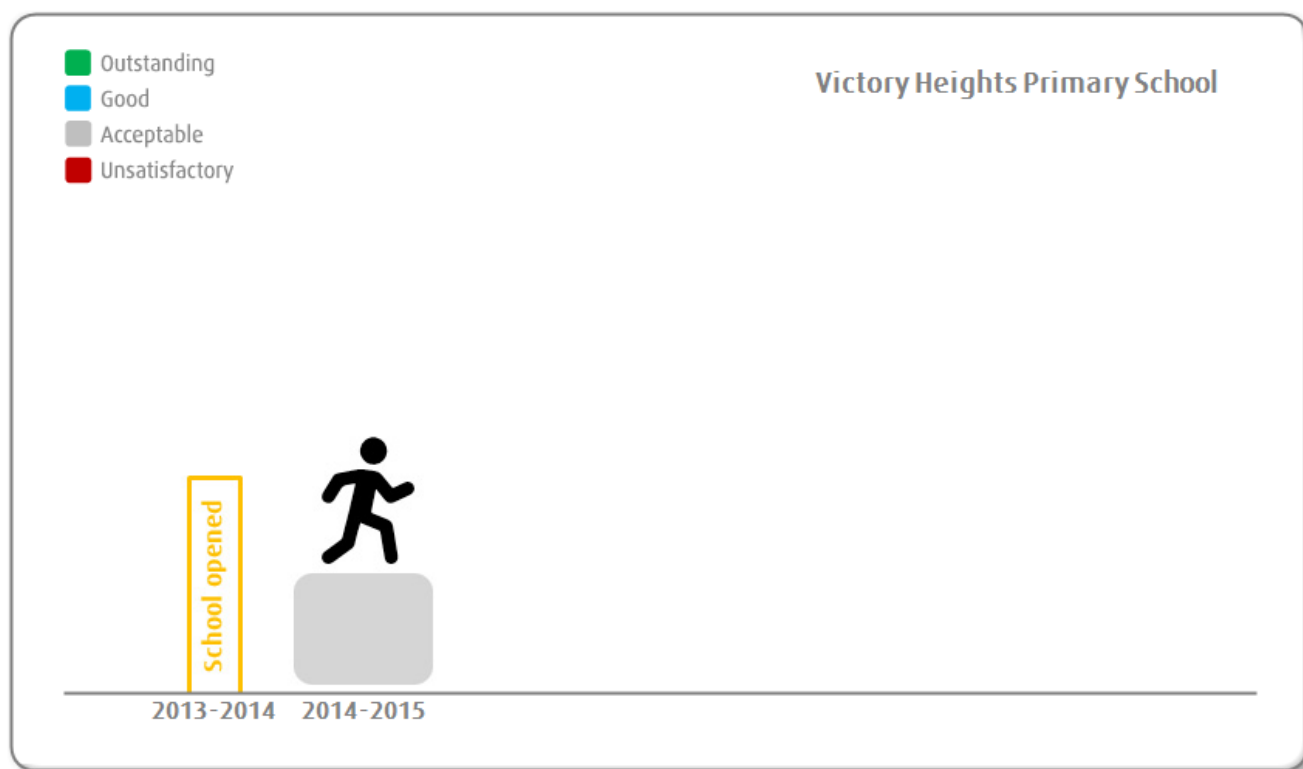
# Parents' Report



Dear Parents,

Victory Heights Primary School was inspected by DSIB from 23<sup>rd</sup> - 25<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students had positive, mature attitudes and real enthusiasm for learning.
- Effective provision for children in the Foundation Stage.
- Effective quality of support for students in all aspects of their development.

### Areas for improvement

- Improve the quality of teaching, learning, assessment and leadership in Islamic Education and Arabic.
- Improve the quality of teaching so it is consistently good or better across the school.
- Ensure the use of assessment by teachers in lessons to:
  - effectively meet the learning needs of all students
  - provide appropriate challenge while also ensuring depth of understanding by all students.
- Improve the effectiveness of school leadership and self-evaluation so that there is a clear agenda for school development based on an accurate analysis of the school's strengths and weaknesses in all areas.
- The Board of Governors should:
  - ensure statutory requirements are met in Islamic Education and Arabic languages
  - fully support the school and take responsibility for school performance
  - hold the school fully accountable for improved student outcomes, particularly in Islamic Education and Arabic.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Victory Heights Primary School



### How well does the school perform overall?

Overall, **Victory Heights Primary School** provided an 'Acceptable' quality of education for its students.

- Student's attainment and progress in English, mathematics and science across the school was generally acceptable. Attainment and progress in Islamic Education and Arabic languages in the Primary phase were mostly unsatisfactory. Students were highly enthusiastic and active learners. However, the use of technology by students to support their learning was limited.
- Students' personal and social development showed in their respect and consideration for others. They had high standards of behaviour and positive attitudes to learning. Most students had a basic understanding of Islamic values, appreciated the culture of the UAE and showed an adequate awareness of world cultures. Students were responsible members of the school community and showed a satisfactory awareness of the importance of environmental issues.
- The quality of teaching varied across the school. However, it was more consistently good in the Foundation Stage. A number of teachers planned interesting lessons. However, some did not have sufficiently high expectations, particularly for the most able students. Teachers had good subject knowledge and teachers in the Foundation Stage knew how children learned. However, not all teaching provided for the needs of all students. Teaching in Islamic Education and Arabic languages was mostly unsatisfactory.
- The schools' assessment systems for tracking students' attainment and progress were linked well to the curriculum standards. In the Foundation Stage teachers had a good understanding of children's strengths and weaknesses and used this to support their progress. Teachers in the primary phase did not consistently use assessment knowledge to provide more effective learning for all students.
- Overall the curriculum was satisfactorily broad and balanced. The quality of the curriculum provided in the Foundation Stage included opportunities for choice and enrichment, but there was a lack of emphasis on important aspects of literacy and numeracy skills. The curriculum included the development of students' critical thinking skills, but enrichment opportunities varied across lessons.
- In the Foundation Stage the curriculum was modified to meet the individual learning needs of children. In a number of lessons in the Primary School, teachers provided suitable tasks and activities for different groups of students. However, this was not the case in Islamic Education and Arabic languages; they did not have the same curriculum standards or levelling as other subjects to effectively support the development of students' knowledge, understanding and skills.
- The school provided good protection and support for students. Staff understood the child protection procedures; students' awareness of cyber-bullying was raised. The school's premises were well-maintained. However, facilities for Islamic Education and Arabic were unsatisfactory. The quality of care and support for whole development of students was strong. There were excellent relationships between teachers and students and this helped to promote students' physical, emotional and social well-being.
- Leaders were committed and well-intentioned. The Head and Deputy Head set a clear vision and direction for the school. However, not all leaders ensured quality outcomes for students. There were productive links with parents and strong parental involvement in the school. To date the school had not had the benefit of effective governance.

## How well does the school provide for students with special educational needs?



- Students with special education needs made good progress in the majority of key subjects.
- Special educational needs was seen and promoted as a whole school responsibility. Consistent procedures on entry had been developed. These had added rigour to the programme and they included the social and emotional milestones that students should reach. Tracking of students' progress was in place to support the review and development of their needs.
- The quality of modifications to the curriculum was inconsistent. Leaders and teachers had not consistently ensured that the curriculum was modified and to ensure appropriate curriculum content in all subjects. It was not matched to students' needs and the Individual Education Plan targets for students with special educational needs.



## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Unsatisfactory
	Progress	Not Applicable	Unsatisfactory
 Arabic as a First Language	Attainment	Not Applicable	Unsatisfactory
	Progress	Not Applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Unsatisfactory
	Progress	Not Applicable	Unsatisfactory
 English	Attainment	Acceptable	Acceptable
	Progress	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable
	Progress	Acceptable	Acceptable
		Foundation Stage	Primary
Learning skills		Good	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

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

	Foundation Stage	Primary
Personal responsibility	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
Community and environmental responsibility	Acceptable	Acceptable

## 3. How good are teaching and assessment?

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

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

	Foundation Stage	Primary
Curriculum quality	Good	Acceptable
Curriculum design to meet the individual needs of students	Good	Acceptable

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

	Foundation Stage	Primary
Health and safety	Good	Good
Quality of support	Good	Good

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

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Unsatisfactory
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths


- The positive and mature attitude of students and their enthusiasm for learning.
- The effective provision for children in the Foundation Stage.
- The quality of support for students in all aspects of their development.


## Changes since the last inspection

- This is the first year of inspection for this school.

## Recommendations

- Improve the provision of effective teaching, learning, assessment, curriculum and leadership in Islamic Education and Arabic.
- Ensure teaching is consistently good or better throughout the school.
- Ensure improved use of assessment by teachers in lessons to:
  - effectively meet the learning needs of all students
  - provide appropriate challenge while ensuring depth of understanding by all students.
- Improve the effectiveness of school leadership and self-evaluation so that there is a clear agenda for school development based on an accurate analysis of the school's strengths and weaknesses in all areas.
- The Board of Governors should:
  - ensure statutory requirements are met in Islamic Education and Arabic languages
  - fully support the school and take responsibility for school performance
  - hold the school fully accountable for improved student outcomes, particularly in Islamic Education and Arabic language.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In English, children listened carefully and responded confidently. Opportunities for full participation in activities promoted good progress in most language skills. The development of phonic skills enabled children to be more secure in their word building and reading. Writing skills were weaker with the minority attaining at expected levels. Letter formation was weak and a barrier in composing sentences linked to their learning.
- In mathematics, children worked on a range of measures and comparisons linked to topics. Their skills in shape, space and measure were age-appropriate; they made good progress in lessons. Most children could count at an expected level and younger children could place a few numbers in order. Older children were developing an understanding of addition and subtraction which they could apply in practical activities.
- In science, children had developed the skills of independent learning, enquiry and critical thinking in their activities. They could talk about their immediate environment and about similarities and differences between things.

### Primary

Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Unsatisfactory
Arabic as a First Language	Unsatisfactory	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Students in Islamic Education, could identify only a limited number of key Islamic concepts. Their understanding of Islamic rulings and values, and their awareness of how these were related to their everyday lives were poorly developed. They had made unsatisfactory progress in the recitation of the Holy Qur'an and Tajweed rules.
- In Arabic as a first language, the majority of students had adequate listening skills. Most students were developing their listening and speaking at an acceptable rate, but reading and writing skills were below expected levels, particularly in the upper grades.
- In Arabic as an additional language, the majority of students were familiar with very simple vocabulary related to their surroundings, despite the length of time learning the language. Students did not show an ability to understand basic Arabic classroom instructions. The majority of students

were unable to use vocabulary sufficiently well to communicate a message or ideas. Students' progress in listening was adequate. However, it was less developed in speaking, reading and writing.

- Listening and speaking in English were above expectations for the majority throughout the grades. Reading was at expected levels between Years 1 and 3. However, it was much better in the upper Primary years. Writing showed expected progress for most students; it was less developed than reading, listening and speaking.
- Students' rate of progress in mathematics by Year 6 was in line with curriculum standards in addition, multiplication, measurement, geometry and statistics. Their ability to apply their knowledge was weaker; they made slower progress in the development of mental calculation skills and had a lack of deep understanding of the basic skills of place value and pattern in number. Students were often too dependent on learning resources such as number squares and number lines and this limited their mathematical understanding.
- In science, students were making expected progress in their understanding of the processes of prediction and investigation. All year levels could conduct experiments. Older students had a good understanding of what a fair test was and how to carry it out. They could describe and record the accuracy of their predictions. However, their knowledge and understanding was not developed enough for them to support conclusions using scientific explanations.

	Foundation Stage	Primary
Learning skills	Good	Acceptable

- Students, overall, were enthusiastic and engaged learners.
- Their interactions with others were productive in many lessons, particularly in the Foundation Stage. However, this was rarely seen in Islamic Education and Arabic lessons. In a number of lessons the development of students' collaborative skills was restricted when teacher guidance was excessive.
- Students' abilities to make connections to real life and between other areas of their learning was not consistently developed in all subjects; it was however, stronger in the Foundation Stage.
- Enquiry and critical thinking skills were evident in a number of lessons, particularly in Foundation Stage science, but less consistently evident in other subjects. Students showed good capacity to find out for themselves. Their use of learning technologies to support learning was not well developed.

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

	Foundation Stage	Primary
<b>Personal responsibility</b>	Good	Good
<ul style="list-style-type: none"> <li>Students had a strong sense of personal responsibility, self-reliance and positive attitudes to learning. However, they were not always given sufficient opportunities to respond to critical feedback.</li> <li>Behaviour throughout the school was very good. Students were generally self-disciplined, showed courtesy, respect and consideration to each other and to adults. They were developing their self-confidence to a good level.</li> <li>Students were aware of a healthy lifestyle. They participated in morning, 'Shake and Wake', in physical education, swimming and after-school sports clubs. They showed a good understanding of the value of exercise and a sound knowledge of healthy food as shown in their food choices at school.</li> <li>Attendance was acceptable and punctuality was good.</li> </ul>		
	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students demonstrated an adequate understanding of Islamic values and had a basic understanding of the relevance and impact of these values on life in Dubai.</li> <li>They understood the heritage and cultural aspects of life in Dubai.</li> <li>Students showed some appreciation of wider world cultures.</li> </ul>		
	Foundation Stage	Primary
<b>Community and environmental responsibility</b>	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students were responsible members of the school community and showed respect and support for each other. The recently formed Student Council was representative of all year groups. At the time of the inspection, students had not had a significant contribution and impact on the local community.</li> <li>Students had a positive work ethic but had not taken many initiatives in developing their own projects. They had not as yet led initiatives that had impacted positively on the school or the local environment. However, they readily participated in such fund-raising activities as the, 'Shoe-Box Appeal' and the 'Pink Day'.</li> <li>Students cared for their school and they made it a tidy and litter-free environment. They were attentive to energy saving. They were aware of important environmental issues, supported through topics in the curriculum, and the eco-warriors' initiative. They had taken part in a few local conservation schemes.</li> </ul>		

### 3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable
<ul style="list-style-type: none"> <li>• Most teachers had good subject knowledge. The majority, particularly in the Foundation Stage, understood how students learn. Learning was meaningful in most, but not all subjects.</li> <li>• Lessons were usually planned purposefully; expectations were clear and there was sufficient pace. Teachers made adequate use of additional resources. The learning environment in the Foundation Stage motivated children effectively.</li> <li>• There was an acceptable level of questioning by teachers. Effective discussion and dialogue between teachers and students ensured students were sufficiently engaged in lessons.</li> <li>• Teaching strategies satisfactorily met the needs of students in the majority, but not all subjects. However, a number of teachers did not have sufficiently high expectations of students and teaching did not always meet the needs of all groups of students, particularly those needing greater challenge.</li> <li>• The development of enquiry, reflection and critical thinking skills was inconsistent and in a few subjects almost entirely absent. In a number of lessons students were overly-reliant on their teachers.</li> <li>• Teaching in Arabic as a first language was generally acceptable but often did not take account of all students' language needs resulting in poor attainment and progress in lessons.</li> </ul>		

	Foundation Stage	Primary
Assessment	Good	Acceptable
<ul style="list-style-type: none"> <li>• Assessment systems were linked closely to the National Curriculum of England standards and provided valid measures of student attainment. Assessment of Islamic Education and Arabic languages were not aligned well to the Ministry of Education curriculum standards and were unsatisfactory.</li> <li>• The school did not have assessment information that benchmarked student outcomes against international expectations through the use of external assessments.</li> <li>• Students' progress from term to term was measured through results of internal tests and from teachers' assessment of students' class work. In the Foundation Stage, and in mathematics throughout the school, analysis of data provided teachers with quality information about gaps in students' knowledge and skills. This analysis was not as evident in other subjects.</li> <li>• Assessment information was used well in the Foundation Stage to ensure that all groups of children were given tasks which led to progress. This was inconsistent in Primary. Tasks too often lacked challenge to deepen students' understanding, particularly for the higher attaining students. Although, students consolidated their knowledge, they did not always make sufficient or better than expected progress.</li> <li>• Teachers' knowledge of students' strengths and weaknesses in most subjects and phases resulted in the majority of teachers providing support, modifying activities and providing appropriate time for students to achieve. However, marking of students work was inconsistent; it did not provide enough meaningful feedback to help students understand what they needed to do to improve.</li> </ul>		



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

	Foundation Stage	Primary
<b>Curriculum quality</b>	Good	Acceptable
<ul style="list-style-type: none"> <li>The Early Years Foundation Stage curriculum and the National Curriculum of England had been modified and reviewed to provide for the development of a broad range of skills, knowledge and understanding.</li> <li>Continuity and progression were effective between the early years, the Primary School and key stages. Students and parents were well prepared for the transition to the next stages in education.</li> <li>The Foundation Stage provided a range of learning opportunities and enrichment; children of all abilities made progress. The development of the 'Creative Curriculum' enabled greater student ownership of their learning. Students were provided with opportunities for the development of skills in performing and creative arts and languages. However, curriculum provision in Islamic Education and Arabic languages did not provide for students' needs, particularly through enrichment and challenge.</li> <li>There was a range of additional activities within and outside of school; this broadened students' learning experiences and social awareness. However, opportunities for independent learning and critical thinking were inconsistent in the Primary phase.</li> <li>The curriculum was reviewed regularly to ensure adequate provision. However, Islamic Education in the Primary phase was not compliant with Ministry of Education requirements for weekly instruction time; Arabic as a first language was not compliant in Years 1 to 3.</li> </ul>		

	Foundation Stage	Primary
<b>Curriculum design to meet the individual needs of students</b>	Good	Acceptable
<ul style="list-style-type: none"> <li>In the Foundation Stage and in English, mathematics and science, most teachers adjusted their lessons to provide suitable tasks and activities; students' knowledge and skills and their different needs were adequately supported. However, students were not well supported in Islamic Education and Arabic.</li> <li>In the Foundation Stage there were more often opportunities for children to make choices about what and how they learned. Students in the primary phase had a few choices within topic work and extra-curricular opportunities to meet their talents and interests.</li> <li>A range of extra-curricular activities supported students' learning and personal development; team and competitive sport, music, drama, languages, and art were offered. Community links through trips and external visits were related to student learning.</li> <li>The school offered 30 minute sessions twice a week for all students to begin learning Arabic in the Foundation Stage. The programme included basic words and phonics.</li> </ul>		

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

	Foundation Stage	Primary
<b>Health and safety</b>	Good	Good
<ul style="list-style-type: none"> <li>• Staff were trained in child protection policies and procedures. Students were taught about the dangers of cyber-bullying and given opportunities to discuss such issues as internet standards of behaviour and what to do if they felt they were bullied.</li> <li>• The school maintained a healthy and safe environment for students. Fire evacuation procedures were regularly monitored and reviewed. Appropriate checks of equipment were in place and security guards were employed to ensure safety at the school gates.</li> <li>• The school was kept clean and safe but parts of its grounds needed attention; ground subsidence and building sites required restoration. The school had safe bus transportation procedures and students were well-supervised. School traffic was generally satisfactorily controlled.</li> <li>• Most of the premises were suitable for learning. The Foundation Stage facilities were well suited to the learning needs of children. Classroom facilities were generally good. However, facilities for small groups and specialist teaching areas were more limited. Arrangements for students to study Islamic Education and Arabic languages were unsatisfactory</li> <li>• The school's provision systematically and consistently promoted students' understanding of healthy living.</li> </ul>		

	Foundation Stage	Primary
<b>Quality of support</b>	Good	Good
<ul style="list-style-type: none"> <li>• There were highly supportive and productive relationships between teachers and students; behaviour was well managed. Students were confident to seek help from staff.</li> <li>• Effective systems were used to monitor attendance and punctuality with absences followed up, recorded and parents contacted.</li> <li>• The school had efficient systems to identify students with special educational needs. There were clear policies and processes for their admission, inclusion, and learning requirements.</li> <li>• Students with special educational needs received personalised and well-targeted support in the Foundation Stage. This level of support was not consistently evident in several key subjects in the Primary School.</li> <li>• There were systems to monitor students' well-being and development. Advice and guidance were provided to students, including older students transitioning to the next stage of their learning.</li> </ul>		

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The leader and team responsible for students with special educational needs, were experienced and qualified and provided effective day-to-day operations of the programme. The school provided teachers with professional development to support students. However, teachers had not been sufficiently trained to ensure the curriculum was appropriately modified to meet the learning needs of all students.</li> <li>There was early identification of students upon entry to the school. There was also identification through outside agencies when required. Consistent procedures on entry had been developed and had added more rigour to the process. The entrance test took into account the social and emotional milestones of students.</li> <li>There was regular contact with parents such as emails and during their visits to the school. Parents were given sufficient information about special educational needs provision in the school. In addition the school's policy had been communicated to them. They were involved in individual education planning to support their child.</li> <li>Students with specific of higher order needs had individual provision in learning support areas. Students with special educational needs were mostly included in learning in lessons except in Islamic Education and Arabic languages.</li> <li>Tracking of progress was being developed to further accommodate the targets set in each students' Individual Education Plan and academic milestones.</li> </ul>	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>Most leaders were committed and well-intentioned. The school's leaders had set a clear vision and direction for the school.</li> <li>The school's leaders consistently shared responsibilities with staff. Effective teams were evident in many areas of the school. However, school leaders had not ensured that there were quality outcomes for students in all subjects.</li> <li>Relationships and communication between all leaders were professional. However, they were not always fully productive. Staff and students generally knew what was required of them.</li> <li>The senior leaders demonstrated a strong capacity to secure improvement. A few other leaders demonstrated capacity to devise practical strategies to secure further improvement.</li> <li>However, school leaders had not addressed the issue of unsatisfactory attainment and progress in Islamic Education and Arabic as an additional language and variance and inconsistency in teaching practice in other subjects.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> <li>• Self-evaluation was used in school improvement planning. However, not all school leaders had a fully realistic and precise view of the school's key strengths and key priorities for development.</li> <li>• Performance management arrangements were in place but these did not sufficiently inform professional development that directly supported improvements for students.</li> <li>• Senior leaders evaluated the work of the school, used a range of methods and usually focused on students' experiences.</li> <li>• Improvement plans were based on some analysis. The school improvement plan had relevant targets. However, it was not sharply focused on all areas that needed improvement. It did not show an effective use of internal and external data that was strongly linked to improved student outcomes.</li> </ul>	



	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>• There were productive links with parents which helped to improve their student's learning, progress and personal development. The school benefited from the parental involvement in the school.</li> <li>• There was effective two-way communication between home and school which kept parents informed and engaged with the school.</li> <li>• Reporting on students' progress was regular with written reports and parent-teacher conferences. Written reports included next steps in learning; parents knew their child's next stage in learning.</li> <li>• There were productive links with other schools including schools for students to continue their education. Links with the local community however, were limited and inadequate.</li> </ul>	

	Overall
Governance	Unsatisfactory
<ul style="list-style-type: none"> <li>• The Board of Governors included representation of stakeholders. It listened to the views of all stakeholders. However, it had an insufficient knowledge of the school; there was still a lack of breadth and detail about the provision for students and their educational outcomes, in all key subjects.</li> <li>• The governing board did not hold the school to account for its performance and quality, including the academic performance of students in all key subjects.</li> <li>• There was insufficient support to guide school leaders. The governing board had not ensured that resources, facilities and premises addressed all the needs in the school. Statutory requirements had not been met in Islamic Education and Arabic languages. The school did not fully benefit from effective governance.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• Management of the day-to-day life of the school was effective and efficient. However, there were not enough appropriate learning areas to meet the needs of students in all subjects.</li> <li>• The majority of staff had an appropriate teaching qualification. Staff were deployed effectively, including the learning support teachers and assistant teachers.</li> <li>• The premises and facilities provided a clean and safe environment for learning. There was a range of facilities for learning with covered playing areas, sports areas, gymnasium, and pool. However, learning areas to meet the needs of all students were not appropriate and there was insufficient learning spaces for all subjects. The library was cramped and was not adequate to support all areas of learning and the reading interests of students.</li> <li>• There was a sufficient range of resources and materials for effective teaching. These were matched to the learning needs of students in most but not all key subjects. There was inadequate technology for student use.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	200	53%
	<b>Last year</b>	0	0%
 <b>Teachers</b>	26		79%

- A majority of parents and most teachers completed their surveys. No students were eligible to complete the survey as the school did not yet have students in Years 10 or above.
- Most parents surveyed agreed that the quality of education at the school was high, as was the school leadership. Most agreed that their child enjoyed school.
- Almost all parents surveyed were satisfied with their child's progress in English, mathematics and science. However, more than one quarter either disagreed or did not know if their child made progress in Arabic as an additional language.
- Almost all parents were satisfied with teaching and learning, and the range of resources, included technology, to support their child's learning. However, a minority disagreed or did not know if homework helped their child learn.
- Most parents were satisfied with the range of subjects and extra-curricular activities offered. Nearly half of parents surveyed did not know if their child had gained an understanding of the importance of Islamic values in Dubai.
- Almost all believed their child was safe at school but did not know if they were safe on the school buses.
- More than half of parents did not know if the school provided a cyber-bullying programme to protect their child while browsing on the internet at school.
- About half of the parents did not agree that the school accurately identified and supported students with special educational needs.
- All teachers surveyed were satisfied with the quality of education offered at the school, and felt that teaching, learning, the range of subjects offered to students and the school's assessment procedures helped students improve.
- Almost all agreed that students enjoyed school, had developed good social skills and worked well with others. Most agreed that students made good progress in English, mathematics and science. However, more than three quarters did not know if students made progress in Arabic as an additional language. Almost one third of teachers did not know if students were safe on the school buses.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

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)