



Victory Heights Primary
School

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Sports City	Gender of students	Boys and girls
Type of school	Private	Age range	3-11
Opening year of school	2013/2014	Grades or year groups	FS1-Year 6
Website	www.vhprimary.com	Number of students on roll	708
Telephone	0563421662	Number of children in pre-kindergarten	Not applicable
Address	Dubai - Sports City	Number of Emirati students	6
Principal	Sasha Crabb	Number of students with SEND	31
Language of instruction	English	Largest nationality group of students	UK
Inspection dates	09 to 11 January 2017		
Teachers / Support staff		Curriculum	
Number of teachers	49	Educational permit / Licence	UK
Largest nationality group of teachers	British	Main curriculum	UK / None
Number of teaching assistants	28	External tests and examinations	IBT, CAT4, GL
Teacher-student ratio	1:14	Accreditation	BSME
Number of guidance counsellors	0	National Agenda benchmark tests	IBT, GL, CAT4, TIMSS, PISA
Teacher turnover	5%		



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

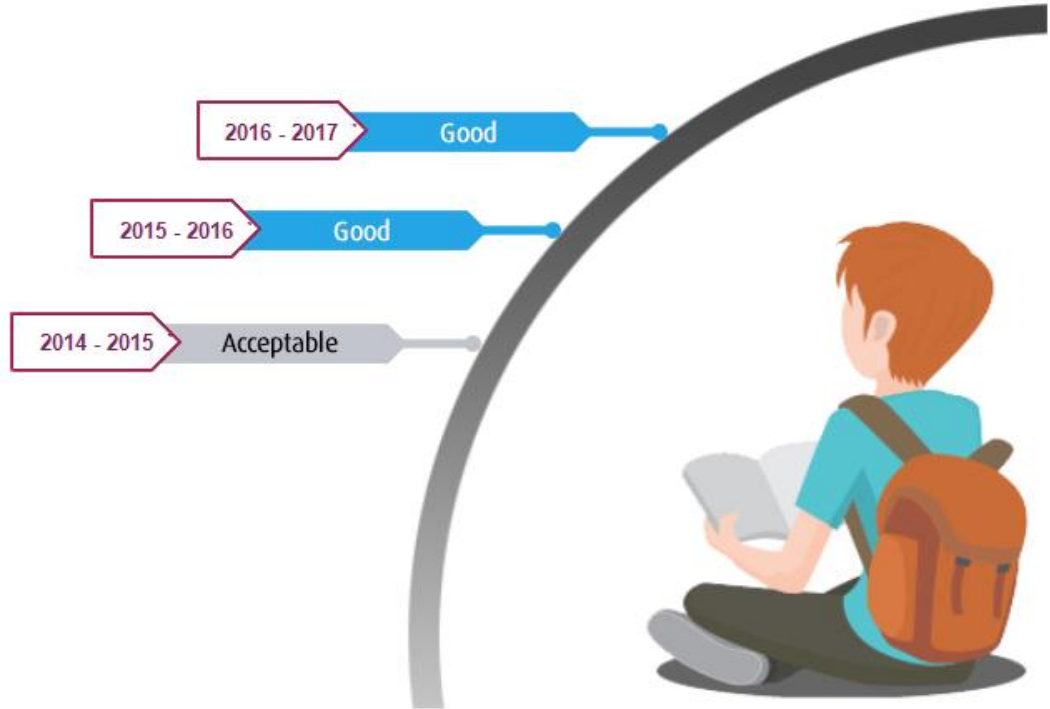
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Victory Heights Primary School



- Victory Heights Primary School opened in 2013. At the time of the inspection, the school had 708 students aged from three to 11 years, an increase of 76 students from the previous year. The principal has been in post since 2013. Teacher turnover at the time of the inspection was 5%, the same as in the previous year.
- The previous inspection reports have acknowledged strengths in students' personal and social development, the effective provision for children in Foundation Stage and the quality of support for students in all aspects of their development. They also refer to the positive attitudes of students towards learning.
- Recommendations from the same period of time focused on the need for improvement in Arabic as an additional language and improving the accuracy of self-evaluation. The school also needed to improve the quality of teaching, especially in Arabic and Islamic education, and the consistency of teaching across all subjects.

Summary of inspection findings 2016-2017



Victory Heights Primary School was inspected by DSIB from 09 January to 11 January 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the Foundation Stage, attainment and progress in mathematics and science are good. In English, attainment is good and progress very good. In the primary phase, students' attainment and progress are good in English, mathematics and science. In Arabic and Islamic education, attainment and progress are acceptable. Students' learning skills are good in Primary and very good in Foundation Stage.
- Students enjoy being in the school. They have very good attitudes toward learning and their behaviour and attendance are also very good. Their understanding of Islamic values, their respect for the heritage and culture of the UAE and their appreciation of their own and other world cultures are good. Students' involvement in the community, their work ethic and their care for the environment are good.
- The quality of teaching is very good in the Foundation Stage and good in the primary phase. Assessment is good across both phases. Teachers use a range of appropriate approaches, including written tests, for assessing students' attainment.
- The curriculum design is very good in the Foundation Stage and good in the primary phase. Curriculum adaptations made to meet the needs of all students are good.
- The school's attention to the health, safety and security of students is good overall. Improvements need to be made to ensure that all adults working in the school have had a security check. The care and support given to students' personal and academic development are very good.
- Leadership, self-evaluation and governance are good. School leaders and governors know the school well. They have a clear and appropriate vision for improvement and work well in partnership with the staff, parents and the local community to enhance the learning experiences of students. They employ an appropriate number of suitably qualified people and provide sufficient high quality resources and facilities to support learning.

What the school does best

- Positive attitudes and behaviour of students across the school
- Strong partnership with parents
- Provision for students with special educational needs and disabilities
- The successful and continuing drive of senior leaders to nurture a family ethos and create an improving school.

Recommendations

- As a matter of urgency ensure that all adults who work in school, including parents, have had a police check before working with students.
- Improve Arabic by:
 - addressing the specific needs of students, particularly those who underachieve
 - using assessment procedures to track progress of individual students and groups
 - providing meaningful opportunities for students to practise language skills.
- Further improve the consistency of teaching, especially in primary by:
 - providing regular opportunities for critical thinking, problem solving, independent learning and innovation
 - increasing the use of technology for meaningful research.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment based on the National Agenda Parameter benchmark tests is meeting expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Senior staff involve teachers in analysing data on students' performance in international benchmark tests. Following the analyses, amendments are made to the school's policy on internal assessment. Staff are increasingly taking account of the results of cognitive ability tests which give an indication of each student's potential, in their lesson planning.
- With help from a new science specialist teacher and initial input from an external consultant, staff are implementing a revised science curriculum which includes more investigative work. There is more emphasis on problem-solving and other aspects of mathematics, and on developing reading comprehension skills and technical aspects of grammar in English.
- A new lesson planning format helps teachers to think carefully about how they will match tasks and activities to the needs of different groups of students. Students are being given more practice in answering similar questions encountered in external benchmark tests.
- Teachers take account of each student's results on external benchmark tests when setting targets for students' achievements in English and mathematics. Students understand the targets and are aware of the learning objectives for each subject or topic they are studying. The development of research and independent learning skills is on-going.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The principal and senior leaders have developed a clear understanding and vision of how to establish a culture of innovation across the school. They have identified key structures through which innovative ideas and practices can be developed. Following the success of the 'Enterprise Week' staff are working cohesively to build an understanding of innovation into everyday actions. They are involving students throughout the school in embedding the culture across the curriculum, in lessons and in extra-curricular activities. Staff and students are working to identify the best ways of using buildings, the environment and the infrastructure to support innovative practice.

Overall school performance

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	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Good	Good
	Progress	Very good ↑	Good
Mathematics 	Attainment	Good	Good
	Progress	Good	Good
Science 	Attainment	Good	Good ↑
	Progress	Good	Good ↑

	Foundation Stage	Primary
Learning skills	Very good	Good

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good .	Good .
Assessment	Good .	Good .

4. Curriculum

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

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

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

6. Leadership and management

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


Main inspection report



1. Students' achievement

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	Good	Very good ↑
Mathematics	Good	Good
Science	Good	Good

- The majority of children attain levels above curriculum standards in English as measured against the UK average. This is evident in children's speaking, listening and understanding. Reading and writing skills are good. The large majority of children make better than expected progress from their starting points. Children make very good use of their skills to share ideas and explain their understanding. Their good knowledge of phonics helps them to read and to write lists, labels and short stories.
- The majority of children make better than expected progress in mathematics, reaching levels above curriculum standards. This is reflected in lessons and in their work where they are confident in one-to-one correspondence and number and understand the concept of addition. In addition, they have a good understanding of capacity and use appropriate language to compare measurements, create simple repeating patterns and recognise and name 2-d and some 3-d shapes and their properties.
- In science the majority of children make better than expected progress when measured from their starting points. As a result they attain levels that are above curriculum standards and when compared with the UK average for Foundation Stage. Children know that plants need soil, sun and water to help them grow. They also understand that different animals are suited to environments and climates and that they would not survive if their environment changed. Children are developing the key scientific skills well, such as observing what happens when they mix substances, hypothesising and making predictions.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable ↑	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good ↑	Good ↑

- In Islamic education, most primary students are working at levels that are in line with the Ministry of Education (MoE) curriculum expectations for their ages in most, but not all, aspects of Islamic education. Recitation skills, have improved since the last inspection particularly in the lower grades. Most students make steady progress in developing their knowledge and understanding of Islamic manners and key Islamic values resulting in overall attainment and progress in the subject being acceptable.
- Students of Arabic as a first language generally have appropriate listening skills and can understand teachers' instructions well. While the majority can provide appropriate oral responses to questions, a minority struggle to apply their limited vocabulary and provide oral answers. Students' abilities to read simple texts is in line with expectations. Writing skills, including basic spelling skills, remain weaker than other aspects of the subject. Overall attainment and progress for most groups of students are acceptable.
- In Arabic as an additional language, student attainment is in line with MoE curriculum standards. Although most students demonstrate acceptable listening skills and they understand familiar words and short phrases, listening skills are developing at a slower rate than other skills. More rapid progress is restricted due to an over reliance on translation by teachers. In reading, students decode and recognise familiar words. While independent writing is limited, students make steady progress in acquiring words and short phrases and improving the clarity of their handwriting. Better attainment and progress are evident in lower primary.
- In English, different groups of students, including those with special educational needs, make generally good progress in lessons and over time from their starting points. An increasing proportion of students make very good progress, notably where teaching is better. Attainment measured against UK curriculum standards shows a good proportion of Year 6 students reaching above age-related expectations over the last three years. Attainment measured against national and international standards is good overall, and very good for some groups of students.
- Most students make at least the expected progress in mathematics with a majority making better than expected progress. As a result, in Year 6, most students can make complicated calculations involving decimals and have a well-developed understanding of geometry, data handling and simple algebra. External benchmarking tests highlight stronger attainment in Year 6 than other grades. The overall pattern of attainment in all year groups is one of steady improvement over the last few years.
- In science, internal and external assessments indicate that the attainment of the majority of students is above curriculum standards. Similarly, the progress of the majority of students over time from their starting points is better than expected. However, these features are not consistent across all year groups or classes. Attainment and progress are stronger in those lessons where

students can apply and develop skills such as critical thinking, hypothesising, analysing and evaluating.

	Foundation Stage	Primary
Learning skills	Very good	Good

- Almost all students enjoy learning and have positive attitudes in lessons. They work hard and take responsibility for their learning when given the opportunity. In the Foundation Stage, children routinely work and play independently and can sustain their interest without adult intervention. In some Arabic and science lessons, however, students are more passive. Students increasingly reflect on their learning and are aware of what they need to do to improve.
- In most lessons, students interact very well with their teachers and each other. They readily work with classmates by sharing ideas and, on occasion, challenging and questioning each other. In the Foundation Stage, children routinely share space and resources in formal and informal activities, developing their language and social skills.
- In most lessons, students make connections across subjects and can relate their learning to the world outside school. In Foundation Stage, the thematic approach to planning ensures this is an integral part of learning. For example, during role-play, children buy tickets for a seat on the Polar Express. This is not a consistent feature in all subjects in the primary phase.
- Children are increasingly developing their skills in critical thinking and enterprise. Although students' skills in technology for research and to enhance their learning are well-developed, they are not used routinely. Most students are able to solve problems of varying degrees of difficulty when given the opportunity.

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

	Foundation Stage	Primary
Personal development	Outstanding ↑	Very good

- Students have a very strong sense of personal responsibility and commitment to the school ethos. They have positive and responsible attitudes and are very keen to present their own ideas and beliefs. Children in Foundation Stage confidently and frequently make decisions for themselves.
- Students are very self-disciplined and respond very well to their peers and adults. Their positive behaviour contributes to a harmonious learning community. They show genuine concern and sensitivity to the needs of their friends, particularly in Foundation Stage, and report that they feel safe and supported by all in the school community.
- Excellent relationships between staff and students contribute to the very good behaviour and attitude of students towards each other and adults. Older students have a strong sense of personal responsibility which is strongly evident around the school.

- Students understand the importance of having a safe and healthy lifestyle. They are able to explain the reasons for and encourage others in making healthy eating choices and taking regular exercise.
- Students attend school regularly and are punctual in arriving at school and for lessons throughout the school day. They are very aware of how good attendance influences their academic achievement. The rates of attendance are very good.

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

- Students steadily develop a good understanding of the key values of Islam. They have a clear awareness of many examples of its influence on life in the UAE, for example in Ramadan and Eid. They also understand how they can show respect in a Muslim country.
- Students have a high level of appreciation of Emirati culture and tradition in UAE and Islam. They show genuine interest in learning about old lifestyles and the history of UAE and have a good level of knowledge of the recent developments in Dubai.
- Students of different cultures and backgrounds across the school express high respect for each other and enjoy living in harmony. They have a clear awareness of the diversity of Dubai society and develop a good understanding of many of its aspects whilst also showing pride in their own culture.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students, especially in the primary phase, understand their responsibilities to the life of the school. They recognise that their regular activities as volunteers, such as their contribution to the BLINK day event and Box Appeal donation project, benefit the school and the wider community. Student council members have an effective voice within the school.
- Students show a positive work ethic. They are generally active participants in school activities and events. They demonstrate practical skills about their future careers, including making economic decisions in their business projects during Market Week. In Foundation Stage, children learn the value of different denominations of local and international currency.
- Students can identify many key environmental issues in the world. They appreciate 'green' initiatives to promote a culture of environmental sustainability, for example, the recycling scheme, and the 'Ground to Plate' project. In Foundation Stage, children show understanding of aspects of the environment, such as animal habitats, at an age-appropriate level.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Good

- Most teachers have secure subject knowledge in Islamic education, Arabic and science. In English and mathematics, it is stronger. Teachers generally have a very good understanding of how young children in the Foundation Stage learn through play and practical activity. As a result, children are developing independence and choice in their learning.
- Lessons are generally well-planned and appeal to students' different learning preferences. Most teachers create a supportive, vibrant learning environment. They make good use of the time available for learning and provide a range of high quality resources to engage and motivate students. Foundation Stage children have regular access to resources, both indoors and outdoors, to stimulate their senses and enrich the learning experiences.
- Teachers' interactions with their students are very positive. In the best lessons, teachers inspire students through their enthusiasm for the subjects. They engage students in discussion by asking questions designed to extend thinking and deepen understanding. However, this is not a consistent feature in all lessons.
- Most teachers have a good understanding of the needs of their students, including students with SEND. They vary their strategies to maintain interest, and provide additional support in proportion to need. In Foundation Stage there is a very good balance of teacher and child-initiated activities. In the best lessons in primary, teachers have high expectations for all students.
- Teachers are extending the range of strategies to develop students' critical thinking and problem-solving skills. In Foundation Stage, children are given regular opportunities to learn, investigate and explore independently. Primary students have some opportunities to find things out for themselves in books and using technology, but opportunities for them to take responsibility and direct their own learning are not frequently provided.

	Foundation Stage	Primary
Assessment	Good	Good

- Teachers use a range of appropriate approaches, including written tests, for assessing students' attainment. For example, teachers in Foundation Stage note their observations of how well children are progressing in lessons and in free play, and capture key aspects in photographs. Assessment procedures are well linked to the revised English National Curriculum standards, and teachers record the results in tracking software.
- Use of external national and international benchmark assessments is an increasingly positive feature of the school's work, particularly in English, mathematics and science. Teachers compare the internal measures of students' performance with a range of external measures. They include national averages in the Foundation Stage standards, and UK and international benchmark tests.

- In line with developments in the English National curriculum, the school is moving away from the system of levels and sub-levels. However, this new tracking process is not measuring students' progress accurately. Nevertheless, through termly meetings involving class teachers and school leaders, there are detailed discussions on individual students and children.
- Senior leaders work with staff and make good use of assessment information to modify the curriculum. Teachers use assessment information to match daily and weekly class tasks and activities to the learning needs of different groups. They are more successful in this in English, mathematics and science, than they are in Islamic education and Arabic.
- Teachers know their students well and provide helpful oral and written comments on how they can improve the quality of their work. They provide challenging tasks for all groups and, with class assistants and learning enhancement staff, give support where necessary. Student self-assessment is a positive feature in some subjects, and students generally know the objectives and targets related to the topics studied.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Good

- The curriculum has a clear rationale based on the content of the National Curriculum for England and closely follows its requirements. The school has an increased emphasis on self-directed learning in Foundation Stage, where topics inspire the children. The curriculum is broad, so that students experience the full range of subjects including practical, musical and physical activities.
- The structure of the curriculum enables students to build their knowledge, skills and understanding in a sequential way in all key subjects. Children's introduction to the Foundation Stage is particularly effective, as is the transition of children between Foundation Stage and Year 1. By the time Year 6 students leave the school they are thoroughly prepared for the next stage of their education.
- There are ample opportunities during and outside the school day that enable students to develop talents that fall beyond the statutory curriculum. These include, sports, Spanish, science, Arabic and art.
- There are meaningful, planned cross-curricular links that help students to transfer learning between subjects and to apply their good English and mathematics skills in other subjects. In better lessons, teachers enable students to use IT to support learning well. Opportunities to use technology to engage and inspire students and to enhance their learning are sometimes missed in lessons, although these are identified in the planning.
- The school has regular reviews of its curriculum. Since the last inspection, it has addressed issues in science to ensure a better balance between skills and knowledge. Staff make good use of the outcomes of tests to modify the curriculum and address weaker aspects of students' skills, knowledge and understanding. As a result there is good provision across subjects.

- The social studies curriculum meets MoE requirements. Improvements since last inspection include more time allocated per week, together with additional resources. The school's action identifies the steps needed to improve social studies provision. Good use of IT is promoted within the subject and more opportunities have been identified for students to be innovative and think critically. Lessons are taught as discrete entities and there are also links with other areas of the curriculum.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- The school is successful in most cases of modifying the curriculum to meet the needs of all students with SEND and those who are gifted and talented. The curriculum provides a range of interesting, open-ended learning opportunities which build thinking and develop innovative skills. However, there are occasions where teachers do not make the necessary modifications to engage and challenge some students appropriately.
- Opportunities are offered for enterprise, innovation and creativity through curriculum adaptation. Cross-curricular opportunities are built into the school's work. There is increasing sports provision with students having the opportunity to represent the school and participate in a range of extra-curricular activities.
- Key aspects of the UAE's culture and history are frequently incorporated into a range of lessons. For example, social studies and Islamic studies often make reference to the UAE as well as global issues.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Good ↓

- Whilst it is clear that the school places great importance on safeguarding and child protection there are some adults working closely with students who have not been checked for safeguarding. Child protection policies, including those which deal with bullying and the safe use of the internet and social media, exist. Staff, parents and students are aware of these.
- The school is a safe, clean and secure environment. Students' arrival at school is supervised very closely and there is a calm, orderly start to the day. During breaks, supervision is adequate and there are checks made on the cleanliness of toilets and suitability of drinking water. The clinic is permanently staffed with a nurse.
- The maintenance of the building and equipment, including air conditioners, fire extinguishers and sprinklers, is of a high standard. External contractors, in addition to an on-site maintenance team, deal with periodic checks as well as on-going repair work. Comprehensive records are kept and these include evacuation practices, which are held regularly.

- Wheelchair ramps and an elevator ensure that the site is accessible to all. Padded coverings ensure that hard surfaces, for example in the sports hall and outside play areas, are safe. Staff and visitors are required to wear school badges at all times. An emergency lock-down policy exists.
- The school places great importance on the fostering of a healthy lifestyle. The canteen serves healthy food. Students are active around school. In PE, science and personal, social and health education, advice is offered about many aspects of a healthy way of life. The school nurse is an active participant in this.

	Foundation Stage	Primary
Care and support	Very good	Very good ↑

- Students are very polite and courteous to adults and peers. The relationships they form are rooted in respect for each other. Supervisory levels are high when students are walking through the school and the management of behaviour is very effective. There is almost no disruption to learning during lessons because students are managed very effectively in classrooms and other learning areas.
- Attendance and punctuality are monitored rigorously and effectively. Late arrivals check in at reception and are recorded systematically, with staff using this information to update class attendance registers. Analysis of lateness is produced both weekly and monthly highlighting any habitual lateness with resultant parental contact. Punctuality is very good and there is very little learning time lost when moving between lessons.
- The procedures for identifying students with SEND and those who are gifted and talented begins early, with teacher and parent information provided to staff so that any diagnosis can begin without delay. The identification procedures are accurate for almost all students. In almost all cases the provision for students is appropriate to individual needs.
- The systems to support students with SEND have developed very well. There has been increased investment in professional development for all staff, led by the knowledgeable SENDCO, and this has resulted in increasingly effective support for all students. There is a range of classroom modifications to the curriculum, many of which are highly successful. This support and modification accelerates progress.
- The well-being and personal development of all students are given priority by the school with effective systems monitoring all aspects. Transitions through the school to different year groups are handled sensitively with good arrangements in place for students to meet their new teachers. This helps build student confidence when changes are being made.

Inclusion

Provision and outcomes for students with SEND

Very good ↑

- The quality of SEND provision across the school is very good because the leadership has improved the processes of identification, support and modification of the curriculum for all students. The team, which is very well led by the SENDCO, works well to ensure that all students have access to appropriate support. Leaders are developing a systematic, very detailed approach to monitoring.
- Procedures for identifying students with SEND are secure. Students are identified early in their school careers, occasionally before starting, and information gathering begins early. The SEND register is accurate. There are additional students whose needs are known to the team but are not at a stage of requiring specific intervention.
- Parents are very positive about the school. They are clear that all teachers will correspond with them about their children and they have confidence that they can communicate with the school at any time. They play a positive part to play in the creation of their children's individual plans.
- A range of classroom modifications are in place for targeted students. Individual education plans (IEPs) are accurate, indicate what students can do, where modifications need to be made and include short term targets. There are some students with complex needs and the modifications to their curriculum are resulting in increased student confidence, work ethic and academic achievement. The school works confidently with these students.
- Almost all students make good and better progress in lessons, small group and individual support sessions because assessments are thorough and detailed. The leaders provide high quality guidance to staff for adapting provision to meet the needs of all students. Close monitoring, through tracking data and case studies of individual students, shows the impact of the support which students receive.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and senior leaders are effective in sharing a clear sense of purpose and communicating the school's aims. All staff members are committed to achieving and implementing the school's vision. Local and national priorities are features of the school's plans for improvement.
- The leadership team is rapidly establishing an inclusive school with a purposeful learning culture and improving attainment and progress. Leaders make very good provision for students with SEND.
- Relationships and communication are professional and effective. The school delegates leadership appropriately to individuals and teams and holds them accountable for ensuring good quality outcomes. Consultation is a regular feature of the work of senior staff. The morale in the school is very positive.
- All leaders have a clear understanding of what needs to be done to improve the school and have introduced appropriate areas of development. These are carefully overseen with close attention given to the measurement of impact on students' achievement and their personal and social development.

Input from external evaluators is well managed and leads to carefully devised systems and procedures that are adapted as necessary.

- Senior leaders, including the deputy head and assistant head, have been innovative and successful in developing key aspects of the school. As a result of sustained performance, there is an increasing rate of improvement in students' achievements. Leaders ensure that the school is compliant with all statutory requirements.

School self-evaluation and improvement planning

Good

- Systematic self-evaluation, with the use of both external and internal data, provides a basis for the school's improvement planning and its actions. The school knows its strengths and areas for improvement well.
- Processes for monitoring and evaluating include an appropriate focus on students' outcomes and the quality of teaching in the school. Weaker areas have been identified and action have been plans put in place. Senior staff meet regularly to discuss progress towards achieving improvement goals. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff.
- School improvement plans are comprehensive and based on self-evaluation of the school's strengths and weaknesses. They contain detailed actions and appropriate targets to address the school's and the UAE's national priorities. They are effective in bringing about improvements in the work of the school.
- Most staff are actively involved in implementing strategies for improvement but not all improvements are fully embedded. Development plans are sufficiently comprehensive and clear. Consequently, the school has made good progress in addressing all of the recommendations from the previous report.

Partnerships with parents and the community

Very good ↑

- Parents are very supportive of the school. They contribute to school events and are active partners in their children's learning which include classroom activities, school governance and participation in out of school activities. Parents are systematically and regularly consulted on school development and their views are valued.
- The school communicates positively with parents through the parent liaison officer to ensure that they are fully informed. At all levels, lines of communication are open and used frequently in order for parents to know exactly who to contact in the event of any concerns. Text messages are used to send information to parents quickly.
- School reports are given out twice a year and clearly identify academic progress and improvement areas. Parents are able to assist their children at home because they feel well informed about the detail of the curriculum and how well their children are progressing.
- The school is involved in the local and wider community and contributes exceptionally well to projects and collaborative initiatives. Local, national and international partnerships contribute to students' learning. An established investment in relationships with charity and community based projects has a positive impact on learning.

Governance

Good

- The governing board has representation from the business sector and from parents, teachers and an education consultant. There are effective processes in place to ensure that governance in the school reflects and responds to the views of all stakeholders. The meetings are fully recorded and relevant information is distributed through a newsletter.
- Regular board meetings evaluate the school's performance and hold senior leaders to account for the achievements and personal development of students. Governors make informal visits to classes. Individual governors have responsibility for key aspects related to the school development plans, which has resulted in more rigorous monitoring. However, governors have not been as successful in monitoring and ensuring all policies and procedures are rigorously followed.
- The governors are committed to providing decisive action when necessary. They ensure that the school continues to improve and meets all statutory requirements of the UAE and the UK curriculum. Governors have helped organise links with other successful schools. This is having a positive impact on improving overall performance.

Management, staffing, facilities and resources

Very good ↑

- The management of the school's routines, policies and procedures is effective in producing a calm, ordered learning environment. The timetable is well balanced and ensures an effective use of space. Staff accompany students from place to place, which minimises lost time.
- All members of staff are appropriately qualified and receive regular continuing professional development. This is matched to both the needs of the school and to those of the members of staff. Sensitive deployment ensures that learning needs of all groups of children can be fully met and achievement maximised.
- The school has a science room, additional learning areas outside all classrooms, a library, sports hall, swimming pool and Foundation Stage gym. There are separate music, ICT and art rooms. Additionally, there are both male and female prayer rooms. Together, these high quality, fully accessible facilities provide a spacious, clean, bright learning environment which is very conducive to learning.
- The school is equipped with a good range of appropriate resources and all classrooms have smart-boards. There is a good variety of technology-based equipment. The resources enrich provision in PE and swimming, and the library is well stocked with 7,500 titles. There is adequate scientific apparatus and it is clear that these contribute to a more engaging learning environment.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the 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	
<p>Parents*</p>	2016-2017	219
	2015-2016	225
<p>Teachers</p>	49	
<p>Students</p>	0	

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

- All parents are satisfied with the quality of education and they believe that their children learn well because of good teaching. They think that students are well behaved and respectful to staff and that evidence of bullying is rare.
- All parents agree that their children enjoy school and that there is a high degree of importance placed on children's well-being and learning.
- Comments made by parents are very positive about almost all aspects of school life, except in some Arabic lessons where children did not appear to learn as well as in other subjects.
- Teachers enjoy working at the school and almost all think that there is trust among staff. They believe that their performance development training has helped improve their teaching.
- Almost all of the teachers' comments were very positive but there were some negative comments from staff who felt that they were not always valued.

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