

INSPECTION REPORT

2022-2023



VICTORY HEIGHTS PRIMARY SCHOOL L.L.C

UK CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Sports City
	Opening year of School	2012
	Website	vhprimary.com
	Telephone	97144231100
	Principal	Sasha Crabb
	Principal - Date appointed	1/1/2013
	Language of Instruction	English
	Inspection Dates	06 to 10 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	973
	Number of Emirati students	3
	Number of students of determination	76
	Largest nationality group of students	British

TEACHERS

	Number of teachers	68
	Largest nationality group of teachers	British
	Number of teaching assistants	36
	Teacher-student ratio	1:14
	Number of guidance counsellors	0
	Teacher turnover	5%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL
	Accreditation	BSO

School Journey for VICTORY HEIGHTS PRIMARY SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students reach high standards of attainment in English, mathematics, and science. Their outstanding progress in these subjects is maintained from Foundation Stage (FS) to Year 6. Students' progress in Islamic Education and Arabic as an additional language is improving. Currently, students' levels of attainment in these subjects and in Arabic as a first language, remain acceptable. Students are highly effective independent learners.
- Students enjoy school. Attendance rates are high. Behaviour is exemplary. Students relate the school motto to the values of Islam. They have a highly developed sense of community and demonstrate it in the care which they give to others and to the environment. Outstanding attitudes to learning contribute significantly to success in school.

PROVISION FOR LEARNERS

- Teachers help all students to learn to the best of their abilities. They have excellent subject knowledge and skilfully share it with students. Leaders' actions to improve the quality of teaching in Islamic Education and Arabic are successfully applied in most lessons. Assessment of students' learning is innovative and highly effective. The use of these assessments in lessons ensures that students often make outstanding progress.
- The design of the curriculum is creative and ambitious. Students have practical experiences which develop a love of learning and aspirations for high achievement. Extra-curricular activities enable students to follow their interests and to develop their talents. The curriculum is skilfully modified to enable all students to reach their full potential.
- Ensuring the health, safety, and protection of students has the highest priority. The school environment is hygienic and well maintained. Every student is known as an individual. Students' wellbeing and personal development are fully embedded in the school vision to create a school of happy learners. The identification and support for students of determination are very effective.

LEADERSHIP AND MANAGEMENT

- The principal and all leaders are determined to provide the best education for each student. Systematic and rigorous analysis of assessment data is central to the self-evaluation process. Strategic planning ensures the actions needed to take the school forward are implemented. A highly effective partnership with parents has been maintained since the previous inspection. The governing board has supported and challenged leaders to bring about improvement.

The Best Features of The School:

- Inspirational leadership which creates and sustains a culture of inclusion, resulting in happy, confident, and articulate learners
- Students' outstanding achievement in English, mathematics, and science from FS through to Year 6
- Skilful teaching based securely on innovative and consistent systems of assessment
- A creative and ambitious curriculum
- Support for students' wellbeing, health, and safety, resulting in students' outstanding personal development

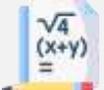
Key Recommendations:

- Accelerate progress and raise attainment in Islamic Education and Arabic.
- Increase the involvement of the Arabic department in the school's approaches to the development of reading.

Overall School Performance

Outstanding ↑

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations.	Not applicable.

In TIMSS, the school exceeded its targets in mathematics and science. In the National Agenda (NA) tests in English, mathematics, and science, progression is outstanding in all three subjects.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations.	

All leaders understand the importance of data analysis to inform future planning. Based on their findings, they skilfully adapt the curriculum where students have not achieved as highly as they might have done.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	Not applicable.

Almost all teachers are aware of students' reading proficiency based on findings from a diagnostic reading test. Critical thinking is an intrinsic feature of most lessons. Teachers place great emphasis on reasoning, problem-solving, and investigative work.

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

For Development:

- Monitor the impact of any adaptations that are made, to ensure they are having the desired effect.

Wellbeing

The quality of wellbeing provision and outcome is at a **very high level**.

- Wellbeing is a priority for the school. It appears as a key area in the school development plan and is championed by governors, school leaders, and the wider school community. A knowledgeable wellbeing team has developed the school's wellbeing vision by making changes in response to the information collected. Although stakeholders have a voice in the wellbeing vision, they are not fully involved in its implementation. The school does not currently have student or parent wellbeing ambassadors.
- Students and staff are cared for in a purposeful way. The school does not subscribe to superficial methods of support but implements purposeful and long-term strategies which have tangible outcomes. Members of staff know the children in their care and can recognise subtle changes in their emotional wellbeing. This personalised approach is supplemented with internal and external surveys. These are not sufficiently frequent, but they do lead to further identification and intervention from the school's relatively small pastoral team.
- Survey data are used to extend moral education with a set of wellbeing priorities and strategies. These priorities are specific to each year group. They allow leaders to create a dynamic curriculum to teach social and emotional skills both explicitly and implicitly. This approach to students' wellbeing is normalised within the school environment. Awareness events and assemblies further support wellbeing, although they are not features of every subject area.

UAE social studies and Moral Education

- The school follows the moral social and cultural framework. UAE social studies is taught as a stand-alone subject from Years 1 to 6 for 80 minutes per week over two periods. The course of study also includes three themed days and an activity week. They form part of an integrated cross-curricular programme involving children from FS and the primary classes.
- Curriculum maps for each year group adhere closely to the framework. They incorporate specific links to the world beyond school, to other subjects and to the students' own experiences. Wellbeing is an integral part of the programme. Tests of students' attitudes towards themselves and school are used regularly, and results are analysed to inform teaching. Teaching actively promotes critical thinking. Lessons are related to the students' own experiences and to the wider world.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good 

- Students perform at levels which meet the curriculum expectations in their knowledge of the Prophet (PBUH) and Seerah. Students are developing an increasingly secure grasp of Islamic principles, creeds, and worship.
- Students are increasingly able to build meaningful connections between their studies and everyday life, quoting appropriate evidence. Their skills in interpreting, memorising, and reciting The Holy Qur'an, applying Tajweed rules, are accelerating.
- The daily routines of starting lessons by reciting verses from The Holy Qur'an, the effective use of educational technologies and teachers' higher expectations of what students can achieve have all impacted positively on students' progress, especially in their recitation of The Holy Qur'an.

For Development:

- Consolidate students' skills in quoting evidence from The Holy Qur'an and Hadith.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- The number of students making better than expected progress has not improved, as indicated by the school's own tracking of progress. Students in upper primary classes are not sufficiently secure in their speaking and writing skills to raise attainment levels above those expected for their age.
- Across the school, students can apply their knowledge of Arabic to interpreting texts in different contexts. They analyse elements of texts and reflect on what they read. They can write about familiar topics. Creative writing is less developed.
- Recently developed teaching approaches have improved students' learning experiences and have strengthened their engagement in learning Arabic. The impact has yet to be seen on students' language acquisition, particularly in reading.

For Development:

- Improve students' outcomes in speaking and creative writing.
- Develop students' interest in and desire for reading.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good 

- Across the school, the large majority of students makes better than expected progress in their reading comprehension, listening, and speaking skills. This is in line with the school's internal assessment information.
- Students understand texts that are linked to their immediate contexts. They can read and speak with reasonable fluency. They write following a given model and with the help of word lists and teacher prompts. They do not write independently at length.
- Due to improvements in teaching and curriculum adaptation, more students are making better than expected progress. These improvements have not yet supported students in developing an interest in reading.

For Development:

- Improve students' ability to produce creative writing on topics of their own choosing.
- Develop students' interest in reading.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- In both phases, students have a rich and wide vocabulary and can use language structures well above age-related expectations. Their spoken English is excellent. Younger students can describe their feelings and ideas. In Year 6 they can present and justify arguments with impressive fluency and depth of thought.
- Students read with very good understanding. By the end of Year 2, they can infer meaning from texts. Most write using accurate punctuation, spelling, and grammar. In Years 3 to 6, students' written work is assured, mature, and adapted for different audiences and purposes.
- Actions taken by the school to address potential learning gaps following the recent pandemic have successfully maintained outstanding levels of attainment and progress.

For Development:

- Improve the handwriting of a few students in FS and Year 1, especially their skills of correct letter formation.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Across both phases, a common feature of students' high achievement is the embedding and development of number and its application. Students are enabled to progress to greater levels of challenge.
- A particular strength is the students' ability to test misconceptions. They are skilled at either proving or disproving mathematical statements and, more importantly, at giving justification for their reasons. Students' ability to apply their highly-developed reasoning skills to everyday situations is less evident.
- The introduction of educational technologies enables students to work through a variety of reasoning and problem-solving questions. It builds their mathematical confidence and encourages them to take responsibility for their own learning.

For Development:

- Enhance students' understanding of the importance and significance of mathematics, by specifically relating it to its practical use in everyday situations.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children's scientific investigation skills in FS are well established and these increase in sophistication for students in the primary phase. Students have success in carrying out practical, enquiry-based activities in almost all science lessons.
- Students demonstrate an increasingly thorough understanding of scientific thinking and the application of scientific concepts. They can make predictions, explain their reasoning, and confidently communicate their learning. Students apply well-developed skills in critical thinking, problem-solving, and topics demanding innovative solutions.
- Children in FS and students in Primary have enhanced skills of designing their own experiments and investigations. This is extending their knowledge, skills, and understanding of scientific theories and concepts.

For Development:

- Ensure consistency in the use of practical activities in class.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding ↑

- Children and students are enthusiastic and eager to learn. They participate fully in lessons and frequently take responsibility for their learning. They enjoy sharing ideas and working with others.
- Children in FS can express their feelings and describe what they are learning. Older students explain and justify ideas with confidence and fluency. Students are generally creative and can think critically and solve problems. They make effective use of educational technologies to support their learning.
- Leaders have prioritised the management of Arabic-medium subjects. They support teachers in implementing new teaching and learning strategies. As a result, there have been significant improvements in how students learn in these subjects.

For Development:

- Encourage students to use their critical thinking and independent learning skills in all subjects.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students enjoy coming to school. They believe that the school respects, values and listens to their opinions. They have exceptionally positive, mature attitudes. From the youngest in FS, all are respectful and polite. They are self disciplined and have strong leadership skills.
- In class and around the school, behaviour is exceptionally good. Relationships are extremely positive, friendly, and supportive. Many teachers realise that students are experiencing difficulties even before students speak to them. This develops students' self-confidence.
- Students understand what a healthy lifestyle is. This understanding is reflected in the healthy choices which they make and in their participation in the school's wide range of sporting activities. Students are punctual to school and to lessons, with high attendance rates.

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

- Students have a solid grasp and appreciation of Islamic values and can connect them to the school's values. They are successful in adopting core Islamic values of tolerance, kindness, and respect into their daily lives. They enthusiastically participate in Islamic celebrations at school.
- Students respect and value the culture and heritage of the UAE. They can tell the story of the development of the UAE. They participate in all national events.
- Students are proud of their own culture while also respecting the cultures and nationalities of others. They celebrate diversity in school by engaging in a range of celebrations such as Diwali, International Day and the Iftar gathering.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students have an exemplary sense of community and responsibility. As student council members, house captains and through setting up clubs, they play a significant role in improving the school. Children in FS are highly responsible, taking care of resources and choosing their own topics.
- An excellent work ethic is evident from FS onwards. Children are highly creative and innovative. Students in Primary acquire key skills of innovation and creativity through projects such as designing water filters.
- Students have a very mature understanding of environmental issues. Even the youngest children make suggestions on how to clean the oceans. Older students play a very active and insightful role in encouraging sustainability in the school and beyond.

For Development

- Ensure that the very high standards are maintained.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding 

- In FS and Primary, teachers are knowledgeable and committed. They plan lessons meticulously. They make learning accessible, relevant, and exciting, and foster a love for learning.

- In almost all lessons, questioning is challenging and well balanced. Teachers skilfully build on students' contributions and encourage them to reflect on what they learn and explain their ideas. High-quality resources and a rich learning environment enhance learning, as do teachers' high expectations.
- Since the previous inspection, the school's actions to support teaching in Islamic Education and Arabic have resulted in significant improvements.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding ↑

- The school has developed assessment processes that give a comprehensive overview of each student in relation to his or her academic performance and the progress being made.
- Information from all data is compared to give leaders a clear direction of where changes and adaptations need to be made. These adaptations play a significant part in helping to raise students' achievements.
- The innovative introduction of an ongoing record of assessment is having a major impact by immediately addressing any difficulties which students may experience.

For Development:

- Rigorously monitor the impact of adaptations to teaching and assessment, and ensure they are consistent in all subjects and classes and match the schools' expectations for improvement.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding ↑

- The curriculum is fully compliant and meets the requirements of the National Curriculum for England and local priorities. Learning activities are well matched to students' learning needs.
- The curriculum offers children an exceptional start in FS and supports transition between phases. It provides imaginative and creative initiatives to foster students' interests, aspirations, and creative talents. Cross-curricular links are highly effective in supporting the transfer of skills between subjects.
- The curriculum is constantly reviewed and, where necessary, modified to ensure that learning gaps are identified and closed. This review underpins students' academic achievements and the development of learning skills very effectively.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding ↑

- The curriculum is refined and imaginatively modified to provide a wide range of stimulating and interesting starting points for learning. Although not fully consistent in all lessons, this approach to curriculum modification is having a positive impact on learning in Islamic Education and Arabic
- Many opportunities for students to be enterprising, innovative, and creative help them to contribute very effectively to the local and wider communities. They include engagement in innovative environmental initiatives and creative entrepreneurship.
- Links with the culture of the UAE are embedded in learning. The excellent range of extra-curricular activities extends and reinforces students' curriculum experiences.
- Arabic is provided in the FS2 and Year 1, twice each week for 40 minutes.

For Development:

- Build on the successful modifications of the curriculum that have led to improvements in Arabic-medium subjects to enable students to raise their levels of attainment.

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

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

- Comprehensive procedures and regularly reviewed policies effectively cover all aspects of safeguarding, child protection, and security. All staff, including ancillary staff, are thoroughly trained in how to protect students from every form of abuse. Consequently, students feel very safe and secure in school.
- The main and the FS buildings are exceptionally well maintained. Both buildings are fully accessible and subject to rigorous safety checks. Arrangements for timed drop-off and pick-up are very well organised. More students are now bussed to school to ease traffic congestion.
- Medical staff not only provide excellent care but also promote healthy lifestyles throughout the school, supported by teachers who have mental health and first-aid

training. Students and parents receive very effective advice and have opportunities to participate in activities that promote healthy living.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding ↑

- Teachers apply their individual knowledge of students to foster strong and purposeful relationships, based on mutual respect. High expectations and clear procedures support the exemplary behaviour seen around the school and in the classrooms.
- Almost all teachers use highly successful methods to support or challenge all groups of students. They modify lessons to incorporate individualised and personalised approaches. Teachers are determined to see all students progress as well as they can.
- Students of determination receive an enhanced transition programme to support entry into secondary education. This transition process includes conversations about suitable educational pathways. The inclusion team works in collaboration with secondary schools to share information and to ensure a smooth transition.

For Development:

- Embed personalised and individualised approaches to the support provided in all lessons.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding ↑
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- Governors and school leaders have developed an inclusive culture which can be seen in every aspect of school life. They continue to enhance and innovate provision in pursuit of becoming a centre of excellence.
- Rigorous referral and identification procedures are in place. Highly qualified members of the inclusion team complete diagnostic assessments to support identification. The school has productive links to external therapists. Identification processes lead swiftly to expertly designed and skilfully delivered intervention sessions.
- Parents speak highly of their partnership with the inclusion team. They feel exceptionally well informed. They are involved in every aspect of their children’s education. They feel that they can approach the inclusion team for advice, guidance, or training.
- Teachers and learning support assistants are adept at using their knowledge of individual students to make meaningful modifications, thus personalising the learning experience of each student of determination. These modifications set high expectations for all learners and develop students’ independence.

- Comprehensive systems are in place to monitor the progress of students of determination. However, the tracking system for individual educational plans does not yet communicate with the whole school system. The academic and personal development of students of determination do not appear alongside the informative inclusion teacher's report.

For Development:

- Communicate the progress of each student of determination through the school's formal reporting system.
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6. Leadership and management

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

- The inspirational principal sets an excellent example for all other leaders. Ensuring that the needs of all students are fully met is central to the schools' vision. An ethos of collective responsibility pervades the school. Every leader consistently acts to provide the best for each individual student. Delegated leadership is highly effective. All leaders demonstrate an understanding of the best practices in teaching, assessment, and curriculum. They use this knowledge to encourage staff and to ensure that the school continues to improve.
- Systematic and rigorous analysis of assessment data is central to the self-evaluation process and provides leaders with an accurate view of the schools' effectiveness. Leaders have a wealth of systems to monitor the impact of teaching on students' outcomes. The record of monitoring activities does not fully ensure that the impact of teaching on students' learning is routinely noted. Results of monitoring are used very effectively to provide detailed feedback and training. School improvement plans are coherent and ambitious.
- Parents are very supportive of the school and of the opportunities that it provides. Communication between the school and parents is effective and transparent. The school reports regularly to parents on the academic and personal development of their children. The parent liaison officer and class parent representatives play a significant part in the wellbeing and academic success of all students. Partnerships with other schools, and the sharing of best practice, are very successful in supporting improvement.
- The views of all stakeholders are represented in the governing board. The chair of the board meets regularly with the student council. Swift action is taken to implement changes when appropriate. Governors have a range of methods to gather an in-depth knowledge of the school. They use this knowledge to support and challenge leaders. Board members are extremely active and have made significant financial investment to support school improvement, while also giving of their time to improve their own governance skills.
- The day-to-day management of the school is very effective. Appropriately qualified staff are well deployed. The school continues to benefit from high-quality facilities including those to support the curriculum in creative and foundation subjects. Display is used exceptionally well throughout the school to support the curriculum and to celebrate students' achievements. Resources are of high quality and are used expertly to promote outstanding teaching and learning.

For Development:

- Review how monitoring activities are recorded to ensure that full account is taken of the impact of teaching on students' outcomes.

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