

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

VERY
GOOD



INSPECTION REPORT

2017-2018

Victory
Heights Primary
School

Celebrating
10 years of
inspections

VICTORY HEIGHTS PRIMARY SCHOOL

UK CURRICULUM

المعرفة
Knowledge

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School information

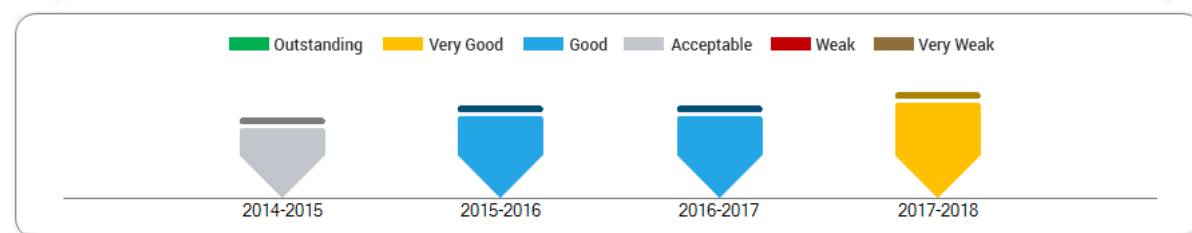
General information	
Location	Dubai - Sports City
Type of school	Private
Opening year of school	2013
Website	www.vhprimary.com
Telephone	0563421662
Address	Dubai - Sports City
Principal	Sasha Crabb
Principal - Date appointed	1/1/2013
Language of instruction	English
Inspection dates	20 to 22 November 2017

Teachers / Support staff	
Number of teachers	53
Largest nationality group of teachers	British
Number of teaching assistants	28
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	19%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	796
Number of children in pre-kindergarten	103
Number of Emirati students	6
Number of students with SEND	38
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	CAT4, GL and IBT
Accreditation	BSO
National Agenda benchmark tests	GL

School Journey for Victory Heights Primary School



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

Summary of inspection findings 2017-2018

Victory Heights Primary School was inspected by DSIB from 20 to 22 November 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The headteacher and senior leaders are highly inspirational and appreciated by students, staff and parents. The strengths and areas for development are well known and suitably addressed in the school development plan. Relationships across the school are very strong. Governors hold leaders to account for their actions. Partnerships with parents and the community are outstanding. Recommendations from the previous report have mostly been addressed.

Students' achievement

Students' attainment and progress in English, mathematics and science are very good. Attainment in Arabic and Islamic education is acceptable. Progress in Islamic education is acceptable. Given their starting points, progress in Arabic as a first language is now good. Students' innovation, enterprise, enquiry, research, problem solving and critical thinking skills support are very good learning.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding. They are motivated, disciplined, and courteous at all times. Attendance is very good. Primary students' understanding of world cultures is particularly strong. Islamic understanding is good in the Early Years Foundation Stage (EYFS) and very good in the primary school. Social responsibility and innovation skills are very good.

Teaching and assessment

The quality of teaching is very good as a result of teachers' strong subject knowledge, careful planning, thoughtful resources and challenging work. The extensive use of technology is a strong feature in most lessons. Thorough assessment processes ensure that students' needs are well known and catered for. Internal and external assessments are used very well to set development targets and learning goals.

Curriculum

The school follows the revised English National Curriculum and fully meets statutory requirements for Arabic and Islamic education. The curriculum is enhanced through science, technology, engineering and mathematics (STEM) as well as moral education and social studies. The curriculum develops students' knowledge and appreciation of the UAE and world cultures. Thoughtful curriculum adaptations support students with special educational needs and disabilities (SEND) very well.

The protection, care, guidance and support of students

The school provides a safe, secure and supportive environment. Safeguarding and child welfare procedures and practices are very good. Support for students with SEND and those who are gifted and talented, are very good. All students have access to known and trusted members of staff who offer support for their personal and academic progress, as well as their health and well-being. Feedback to students on their performance is very helpful.

What the school does best

- The very good attainment and progress in English, mathematics and science as well as evidence of improvements in Arabic as a first language and Islamic education
- The strong sense of community which supports outstanding student development
- The very good Islamic understanding, social responsibility and innovation skills in the primary school
- The very good teaching, assessment, curriculum design and adaptation, health and safety, and care and support across the school
- The excellent commitment and determination of the headteacher; capably supported by senior and middle leaders who share her vision and work purposefully to raise standards
- The very good governance, school's self-evaluation, staffing, facilities and resources
- The outstanding partnerships with parents and the community

Key recommendations

- Improve students' attainment and progress in Islamic education by:
 - sharing the very good practice in the school
 - using data to identify students' strengths and weaknesses
 - planning lessons which take account of students' needs
 - using teaching strategies which encourage students' active engagement
 - raising expectations of students and providing greater challenge in lessons
 - increasing students' abilities to link the subject to real life applications
- Improve students' attainment and progress in Arabic by:
 - sharing the good practice that already exists in Arabic as a first language and across the school
 - raising expectations for students, particularly the more able students
 - planning lessons purposefully and consistently across year groups
 - ensuring students are meaningfully engaged and challenged
 - linking assessment tools more closely with learning expectations for Arabic
 - using the data to inform teaching and learning experiences.

Overall School Performance

Very good ↑

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
English 	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑
Mathematics 	Attainment	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑
Science 	Attainment	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑
		Foundation Stage	Primary
Learning skills		Very good	Very good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment, as indicated by the N.A.P is above expectations in English, mathematics and science.
- Governors and school leaders are very committed to the N.A.P. Action plans are well-developed and focus on improvements in understanding and use of benchmark data by school leaders, teachers and parents.
- Analysis of benchmark data is of a very high standard. Alignment between benchmark data and internal data is generally very good. Tracking of students, using the CAT4 results, is effective.
- Data is analysed and used to improve the curriculum and teaching for better learning. Core subjects have identified key aspects of the curriculum for improvement.
- Improved teaching has led to better learning outcomes. Better use is made of analysed benchmark data to inform individual interventions. This is particularly strong for students with SEND.
- Active learning is a dominant feature in most lessons. This leads to better learning through discussion, thinking and sharing of ideas. Technology is very well used to support critical thinking and problem solving.

The school's provision for achieving the National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Governors and senior leaders are aware, and have comprehensive knowledge, of the achievements of Emirati students. Leaders accurately monitor data and information relating to Emirati students through lesson observations, work scrutiny and school data. Parents are encouraged to become involved in their children's learning and they are supported with ideas and resources for the development of literacy skills.
- In lessons, Emirati students are positive and keen to learn. They think for themselves and use resources independently. They show determination and resilience to improve and they are successful and responsive learners. The school analyses CAT4 data rigorously and establishes clear individual benchmarks. Progress against targets is tracked and prompt interventions for improvement are provided where necessary.
- The school implements detailed and effective curriculum adaptations including extra-curricular provision based on the CAT4 data. Strategies are in place to measure the impact of these adaptations. Leaders and teachers fully understand and consistently the CAT4 profiles to effectively differentiate learning. Whole school and individual targets are set to narrow gaps and identify supportive strategies and programmes.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- Moral education is skilfully integrated into the curriculum. The moral education program (MEP) is integrated and reflected in the ethos of the school.
- The MEP is taught in English by well-qualified class teachers. Textbooks are supplemented with a variety of interesting, additional resources which motivate and engage students.
- Students participate actively in lessons and link the MEP principles to areas of their personal lives. The use of the 'Effective Lifelong Learning Inventory' is particularly successful.
- Students' learning in the MEP is assessed in line with the assessment policy. Reports to parents include a statement about students' personal development.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The UAE social studies curriculum is skilfully integrated and systematically planned. It is taught in English and greatly enriched with visits and many cross curricular links.
- Teachers plan stimulating lessons using a wide variety of resources to enthuse students. Activities enhance their understanding of the UAE's importance and position in the world.
- Students are keen to learn. They carry out research, collaborate with peers and present their work to the group. They regularly use technology in innovative ways to support their learning.
- Assessment strategies are consistent and are linked closely to the UAE social studies outcomes. The developing use of assessment is used well to inform the curriculum.

The school's implementation of the UAE social studies programme is well developed.


Innovation in Education

- The emphasis on experimentation and research has enabled students to show their capacity for innovation. Critical thinking skills and learning technologies are evident in most lessons.
- Innovation and enterprise skills are well developed. For example, students' nurturing and cultivating of their own produce, has supported their understanding of sustainability.
- The STEM programme includes opportunities for research, experimentation and collaboration as well as developing problem solving, critical thinking and creativity.
- There is a clear commitment to promote innovation and opportunities are systematically embedded in curriculum planning leading to well-developed skills of innovation.
- Leaders at all levels actively promote, encourage and support innovation across the school. Innovation is well embedded and staff are supported through the 'VHPS University' programme.

The school's promotion of a culture of innovation is systematic.

Main inspection report


1. Students' achievements

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Most students attain levels of Islamic education knowledge that are in line with curriculum standards. Achievement in the upper primary school is slightly better where students are more self-reliant and are able to link knowledge to their daily lives.
- Memorisation and recitation of the Holy Qur'an are well developed across the phase. Knowledge of Seerah is stronger in the upper years compared to the lower years. However, linking knowledge to the Holy Qur'an and Hadeeth is underdeveloped across the primary phase.
- Recently introduced teaching strategies are encouraging students to be more engaged in lessons and more independent learners. However, the impact on their achievements is not evident.

For development


- Raise the expectations of students and provide greater challenge in lessons as well as using teaching strategies which encourage students' active engagement.

		Foundation Stage	Primary
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑

- In Arabic as a first language, most students are making consistent good progress in lessons, and overtime which is reflected in their work. However, attainment in speaking and writing only meet curriculum expectations.
- Most students have secure reading and comprehension skills. They can respond to fiction and non-fiction texts and analyse meanings. They speak with confidence and use correct language with minor errors.
- Recent developments in teaching, learning and assessment, including the targeted use of higher order reading skills, are beginning to have a positive impact on learning outcomes in lessons.

For development

- Improve students' speaking and writing skills through the provision of more challenging activities in lessons.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- In Arabic as an additional language, most students attain levels that are in line with the expectations for additional language learners. Students in all year groups make steady progress in their lessons and in their recent work.
- Although students respond well to texts made up of familiar language and context, their oral and writing skills are not as strong.
- There have been some improvement in teaching and assessment practices but has yet to impact on students' outcomes across the primary school. These improvements are mostly in basic reading and comprehension skills.

For development


- Improve students' outcomes in speaking and writing.

		Foundation Stage	Primary
English 	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑

- In the EYFS, teachers are conscientious about developing children's spoken language and reading skills. The environmental print supports children's early reading skills and teachers refer to it to help with word building or high frequency words. As they move through the school, students are given many stimulating opportunities and quickly become fluent and confident speakers.
- The focus on improving students' spelling and grammar is having a positive impact on the quality of students' writing. The 'Big Write Books' show the very good progress that is being achieved in student writing over time.
- Many strategies are being used to encourage a love of reading and develop higher order reading skills. As a result provision for the development of reading is well developed and effective across the school.

For development

- In planning activities, focus on identifying precisely which language skills will be improved and enable students to assess their learning at the end of the lesson.

		Foundation Stage	Primary
Mathematics 	Attainment	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑

- There is no significant difference between each phase for attainment and progress. Benchmark and internal data show strong outcomes when compared to similar schools in Dubai. Trends over time are positive and very good.
- Progress for groups of students is very good with better than expected numeracy skills. Knowledge from across a range of mathematical topics, is effectively used when students undertake new topics.

Students are confident when identifying different ways to solve problems that relate to everyday life. For example, calculating percentages while shopping. The use of mathematical reasoning is developing very well.

		Foundation Stage	Primary
Science 	Attainment	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑

- The new STEM initiative develops students' problem-solving and scientific reasoning very well. Students engage meaningfully in developing scientific concepts and relating them to practical situations.
- Most lessons include practical activities that encourage and involve students in reasoning scientifically and developing their scientific enquiry skills which are then related to the real world.
- The STEM programme and the best practical sessions are significantly increasing students' attainment and progress in science. In addition, they are developing their understanding of the relevance of scientific thinking and applying them to real world situations.

For development

- Extend the STEM programme and broaden the range of engaging scientific activities that engage and motivate students.

	Foundation Stage	Primary
Learning Skills	Very good	Very good ↑

- Learning skills are well-developed across the school. In the EYFS, many children can work with the minimum of supervision but use of technology does not fully support their learning. In the primary school, independent learning skills are very evident.
- Children in the EYFS have begun to develop the skills of enquiry, critical thinking and problem solving. These become increasingly evident as older students respond to skilful questioning or undertake research activities using a range of learning technologies.
- Pair or group work feature in many lessons and students cooperate well. A developing strength is their ability to reflect on their learning. This is supported by the collection of pictorial evidence in the EYFS and ongoing reflection on learning in the primary school.

For development

- Continue the excellent work of encouraging students to have a voice in developing their own success criteria.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding ↑

- Students, across all years, demonstrate excellent behaviours and attitudes. Strong relationships between peers and with staff support their personal growth, nurtured by the school's family ethos.
- Students demonstrate independence, maturity and strong personal responsibility. They make healthy food choices and benefit from the numerous opportunities to participate in a range of sporting activities.
- The inclusive and nurturing school culture supports improved attendance rates over time. Punctuality to school and to lessons is similarly very good.

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

- Across the school, students have a good understanding of the impact of Islamic values on their lives. They are aware of the importance of values such as tolerance and diversity and their influence on relationships with others.
- Students' appreciation of the UAE culture and its relationship with the global community is good in the EYFS but better in the primary school. Students in the primary school have a deeper understanding of the cultural activities that they are involved in.
- Students demonstrate commitment to local and global issues and participate enthusiastically in the extra-curricular activities designed to meet a wide range of their needs.

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good ↑	Very good ↑
<ul style="list-style-type: none"> Voluntary and charity work, as well as a range of other initiatives enable students to make a significant contribution to the community, particularly in the primary school. Students enjoy opportunities to show their leadership skills especially through the Students' Council, where they act as positive role models for the rest of the school. Innovation and enterprise skills are actively encouraged. Students are interested in environmental issues in and out of the school. Recycling is one of the main activities for primary students. Additionally, the gardening project allows students to reflect on sustainability. 		

For development

- Strengthen the awareness and understanding of UAE culture and Islamic values in the EYFS by incorporating more cultural activities into the curriculum.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good ↑
<ul style="list-style-type: none"> The quality of teaching is very good across the school. Teaching is less strong in Arabic and Islamic education. The respectful relations between teachers and students encourage students to think for themselves. In most subjects, teachers skilfully use their subject knowledge and a variety of resources to reinforce new learning and make connections to real life contexts. Effective questioning ensures effective critical thinking by students. In the EYFS, teachers plan activities for children to play, explore and learn in active ways. Rich learning experiences are provided in many classrooms, central areas and in the spacious outdoor areas. The integration of technology across subjects is increasing the development of research and problem-solving skills. 		

	Foundation Stage	Primary
Assessment	Very good ↑	Very good ↑
<ul style="list-style-type: none"> The school analyses all internal and external data effectively to identify trends over time and aligns national and international assessments to internal data. The CAT4 data is used well to track students' progress over time. In the EYFS, leaders use end of phase data to check attainment and compare this with UK standards. All assessment data, especially benchmark data, is used very effectively to adjust the curriculum and teaching strategies. This is enabling teachers to effectively differentiate and provide work that matches the learning needs of different groups of students. The use of data for tracking students' progress is developing very well and is best when students know their strengths and areas for development. In the EYFS, assessments are focused well on children's personal development and social interaction using profiles. 		

For development

- Ensure teaching in Islamic education and Arabic matches the high quality evident in other subjects in the school.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding ↑	Very good ↑
<ul style="list-style-type: none"> The school follows the EYFS curriculum leading to the National Curriculum for England which is suitably adapted for an international setting. It is fully compliant with local regulations. Thorough curriculum mapping ensures that the curriculum is broad and balanced. The curriculum is regularly reviewed to ensure that it meets the needs of students and to identify common themes where links across subjects can be made. The curriculum is becoming increasingly student centred as they are invited to reflect on their learning and provide feedback on its effectiveness. The introduction of STEM is strengthening the cross-curricular and extra-curricular provision. Initiatives such as Enterprise Day introduces students to real world issues. Moral and social education are now fully integrated and embedded into the curriculum. 		

	Foundation Stage	Primary
Curriculum adaptation	Very good ↑	Very good ↑

- Effective curriculum adaptations are having a very positive impact on the provision for students with additional challenges and are enabling students experiencing difficulty to attain success. Modifications are particularly effective in the programmes for students with SEND.
- Creative approaches to curriculum adaptation are clearly evident in the variety of activities, in the school and in the community, which promotes enterprise, innovation and creativity.
- Increasing numbers of students are positively engaged in their academic experience. The curriculum actively supports students' increased understanding of UAE culture and society.
- There is one lesson (40 minutes) per week provided in Arabic in the EYFS. The provision is aimed at ensuring children are well prepared for their studies in the primary school.

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

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

- The school places a very high value on safety across the campus. Policies, procedures and practices are shared across both phases and adapted to the age groups as appropriate. They are fully understood by staff, students and parents.
- Health and safety policies and procedures, including child protection, are well detailed and comprehensive. The school is successful in developing a culture of vigilance across all aspects of students' safety and welfare.
- Students' safety is well supported for by the improved child protection procedures and security arrangements. Recommendations from the previous inspection report have been addressed rigorously and effectively.

	Foundation Stage	Primary
Care and support	Very good	Very good
<ul style="list-style-type: none"> Behaviour management strategies are very effective and staff-student relationships are extremely positive across the school. There is an atmosphere of mutual respect between students and staff. The code of behaviour is clearly understood by the entire school community. The school is welcoming and provides a nurturing environment for students with SEND. Systems are in place to identify students with learning difficulties as well as those who are gifted and talented. Students are provided with appropriate support which is effectively meeting their educational needs. There are clear systems in place to monitor attendance and punctuality. These systems are supported by detailed records and support effective interventions. As a result of highly personalised attention older students make very positive academic transitions to the next stage in learning. 		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Governors and leaders promote a whole school approach to inclusion. Inclusive education is a clear priority for the school and the inclusion leader is expertly supported in her role by the Inclusion governor. Governors and leaders are very well informed of the current provision and hold all staff accountable for ensuring high quality provision for students with SEND.
- The school recognises the importance and value of parental support. Parents are active and valued partners in their children's learning. They participate in meetings and contribute to individual education plans (IEPs). Parents receive regular feedback and are empowered to contribute to all aspects of their children's provision.
- The school is highly effective in ensuring modifications for students are clearly focused and adapted to meet students' needs. The CAT4 data is shared with all teachers to support effective differentiation and modification. The inclusion team rigorously monitor and evaluate the impact of provision. Detailed IEPs are used highly effectively to drive improvement and are regularly monitored for their effectiveness.
- Rigorous and thorough assessments provide an accurate view of progress. Clear structures enable students to achieve success and a variety of opportunities deepen and broaden their learning. Students are aware of their learning targets and are encouraged to become active and independent learners demonstrating critical thinking and problem-solving skills.
- Detailed policies are highly responsive to students' needs. Procedures for identifying students with SEND are accurate and rigorous. The school uses a wide variety of appropriate assessment data. As a result, students have access to very effective individual interventions and make good progress.




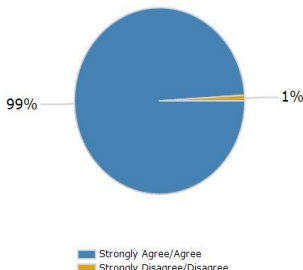
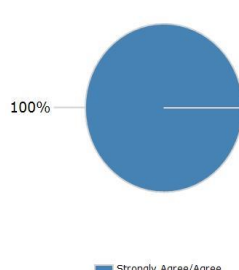
6. Leadership and management




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

- The headteacher and senior leaders are highly effective. Their passion and vision is shared by all members of the school community. Leaders are highly committed to the UAE priorities. They demonstrate a secure knowledge of the revised English National Curriculum and are resolutely committed to providing an inclusive and enabling environment where students achieve very well. Relationships are professional, harmonious and effective.
- Self-evaluation is systematic and embedded. The grades offered in the school's self-evaluation are well considered. The school makes very good use of internal and external data as well as lesson observations and surveys to evaluate what it does well and what it needs to do better. Lesson observations are used well to identify strengths and offer areas for improvement. The school development plan is very well written with clear links to subject focused plans.
- The school has established an active and productive partnership with parents. Parents are fully supportive of the school's decisions and direction. They are involved in their children's learning on a weekly basis. They value the daily communications that keep them informed about their children's progress. The school's community links are growing steadily to provide an enriching learning experience for students.
- The governing board includes representation by parents, teachers and owners. Board members bring with them a wealth of expertise. The board holds the school leaders accountable for standards and performance. The strengths and the weaknesses of the school are well known. Governors confirm their confidence in the leadership of the school. They ensure that the school complies with all statutory and regulatory requirements.
- Daily operations are all smooth and professional. Teaching is enhanced by the 'VHPS - University' model of professional development that targets and supports identified needs. It draws on and develops the expertise of the strongest teachers in the school. Technology resources have been extended and embedded in supporting students' learning and developing their problem-solving skills, critical thinking and self-assessment.

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.

 Students No. of responses = 0	 Parents No. of responses = 369	 Teachers No. of responses = 47
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 Students	Not applicable
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They feel their children are happy, feel safe and are encouraged to be curious and innovative. Almost all parents feel the school is well led, and school leaders and staff are approachable.
 Teachers	The teacher surveys are extremely positive and almost all teachers feel they are satisfied with the quality of education at the school and are happy to work there. Teachers agree the school is well led and make particular mention of the leadership of the headteacher. The identification and support for students with SEND is also mentioned as a positive feature of the school.

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