



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Victory Heights Primary School

Curriculum: UK

Overall rating: Good

[Read more about the school](#) ➔



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“Don't look behind to see who is following you, but look forward to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

<p>General information</p> 	<p>Location</p> <p>Type of school</p> <p>Opening year of school</p> <p>Website</p> <p>Telephone</p> <p>Address</p> <p>Principal</p> <p>Language of instruction</p> <p>Inspection dates</p>	<p>Dubai Sports City</p> <p>Private</p> <p>2013</p> <p>www.vhprimary.com</p> <p>04-423-1100</p> <p>Sports City</p> <p>Sasha Crabb</p> <p>English</p> <p>8 to 10 February 2016</p>
<p>Students</p> 	<p>Gender of students</p> <p>Age range</p> <p>Grades or year groups</p> <p>Number of students on roll</p> <p>Number of children in pre-kindergarten</p> <p>Number of Emirati students</p> <p>Number of students with SEND</p> <p>Largest nationality group of students</p>	<p>Boys and girls</p> <p>3-11</p> <p>Foundation Stage 1 to Year 6</p> <p>632</p> <p>Not applicable</p> <p>6</p> <p>25</p> <p>UK</p>
<p>Teachers / Support staff</p> 	<p>Number of teachers</p> <p>Largest nationality group of teachers</p> <p>Number of teaching assistants</p> <p>Teacher-student ratio</p> <p>Number of guidance counsellors</p> <p>Teacher turnover</p>	<p>43</p> <p>British</p> <p>28</p> <p>1:15</p> <p>0</p> <p>5%</p>
<p>Curriculum</p> 	<p>Educational permit / Licence</p> <p>Main curriculum</p> <p>External tests and examinations</p> <p>Accreditation</p> <p>National Agenda benchmark tests</p>	<p>UK</p> <p>UK</p> <p>IBT, GL, CAT 4</p> <p>BSME</p> <p>GL</p>

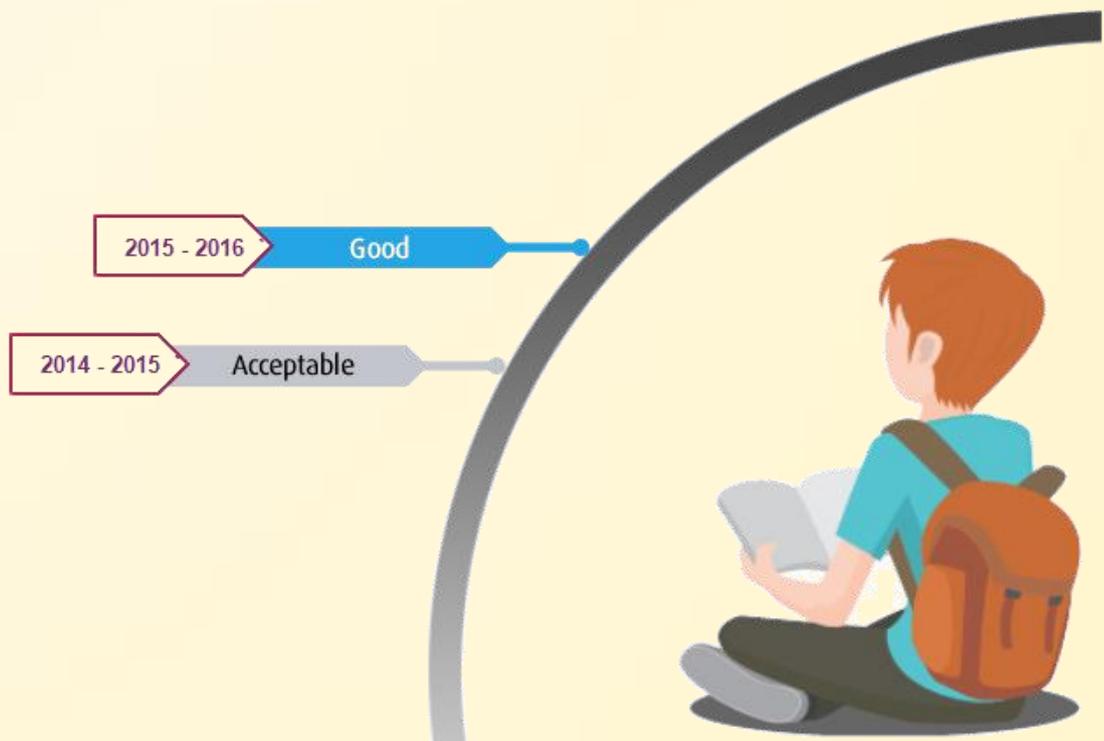


Summary for parents and the community

Victory Heights Primary School was inspected by DSIB from 8 to 10 February 2016. The overall quality of education provided by the school was found to be **good**.

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

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





How well did the school perform overall?

Overall, the school provided a **good** quality of education for its students.

- In the Foundation Stage (FS), attainment and progress in English, mathematics and science were good. In the primary phase, students' attainment and progress were good in English and mathematics. In Arabic and science, attainment and progress were acceptable. In Islamic education attainment was weak, although students made acceptable progress. Students' learning skills and the quality of teaching were good.
- Students enjoyed being in the school. They had very good attitudes toward learning and their behaviour and attendance were 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 were acceptable. Students' involvement in the community, their work ethic and their care for the environment were good.
- The quality of teaching was very good in the FS and good in the primary phase. Assessment was good across both phases.
- The curriculum design was very good in the FS and good in the primary phase. Teachers' abilities to adapt the curriculum in order to meet the needs of all students were good.
- The school's attention to the health, safety and security of students was very good. The care and support given to their personal and academic development were good.
- Leadership and management were good. School leaders and governors knew the school well. They had a clear and appropriate vision for improvement and worked well in partnership with the staff, parents and the local community to enhance the learning experiences of their students. They ensured that the school operated smoothly and efficiently. They employed an appropriate number of suitably qualified people and provided sufficient high quality resources and facilities to support learning.



What did the school do well?

- Children's attainment and progress in English, mathematics and science in the FS, and students' attainment and progress in English and mathematics in the primary phase were good.
- Children demonstrated very good learning skills in the FS.
- Students throughout the school had positive attitudes toward learning. Their behaviour was excellent and their attendance was very good.
- The arrangements for protecting and caring for students and the staff were very good.
- All aspects of leadership and management, and in particular the impact of self-evaluation on school improvement, were good.



What does the school need to do next?

- Increase the rate of progress and raise students' attainment in Islamic education, Arabic and science in the primary phase.
- Ensure that students across the school have a clear understanding of Islamic values and broaden their awareness of Emirati and world cultures.
- Continue to improve the quality of teaching across all subjects so that it is consistently good or better.



How well did the school provide for students with special educational needs and disabilities?

- Governors and senior leaders promoted an inclusive ethos which was evident in most aspects across the school. They continued to develop the quality of their policies and procedures relating to the implementation of provision for students with special educational needs and disabilities (SEND).
- The school made use of a range of indicators to appropriately identify the needs of students with SEND upon entry and within the school. However, those systems required further refinement.
- The school worked closely with almost all parents in creating a quality learning environment for students with SEND.
- Teachers had improved their planning and used a variety of strategies and made modifications to the curriculum to meet the needs of students of all abilities, including those with SEND.
- Most students with SEND made good progress over time. In a minority of cases, when teaching practices were less well developed, students struggled to make the expected progress.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was acceptable.
- Governors, owners and the principal promoted awareness and understanding of the National Agenda amongst the majority of school stakeholders.
- The curriculum was aligned to the Trends in Mathematics and Science Study (TIMSS) requirements for most year groups in both content and skills. The school set very high expectations and was committed to achieving the best possible results on TIMSS tests in the future. The school focused well on applying learning to real-life problems in mathematics, cross-curricular activities and thematic weeks. In English, a focus on reading comprehension was one example of curriculum adjustment. The science curriculum was being reviewed to align with the requirements of the National Agenda.
- Bloom's Taxonomy was used by the school as a basis for effective teaching. Teachers' questioning skills were developing and new strategies to develop students' critical thinking were the focus of improvement planning.
- Students used a variety of resources, including information technology (IT), to locate information independently. Their ability to critically evaluate this information and present it in a concise form was developing.

Overall school performance

Good ↑

1. Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Weak
	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	Good	Good
Mathematics 	Attainment	Good ↑	Good ↑
	Progress	Good	Good ↑
Science 	Attainment	Good ↑	Acceptable
	Progress	Good ↑	Acceptable
		Foundation Stage	Primary
Learning skills		Very good ↑	Good ↑

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

	Foundation Stage	Primary
Personal development	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable
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	Very good ↑	Very good ↑
Care and support	Very good ↑	Good

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

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 ↑	Good
Mathematics	Good ↑	Good
Science	Good ↑	Good ↑

- The majority of children in the Foundation Stage (FS) made good progress in all aspects of English and attained above the expected levels. They listened well and spoke confidently. They could sequence and tell a story in the correct order, recognising the beginning, middle and end. They made good links between sounds and words when reading. Children in FS 2 were becoming confident writers and used their phonic knowledge to create lists and menus in their independent learning times. They could write legibly and spell accurately using simple words to produce short sentences with purpose.
- The majority of children in FS mathematics made good progress and developed confidence in number, shape and measure. Their good levels of attainment were above the expectations for their ages. Children in FS 1 were beginning to count with accuracy. In FS 2, children could order numbers to at least 20 and write number sentences. Teachers enabled them to see the relevance of their learning in the real world. They recognized patterns and could name two-dimensional shapes; they confidently used the language of shape to build 'space rockets' and they were able to 'buy' items and understand how much change they would need using dirhams.
- The children's attainment and progress in science were good. Children were keen and curious to find out how the world worked. They developed scientific concepts and practised the skills of predicting, observing, and comparing in real world situations. Their scientific understanding was extended through topics and themes. They learned about 'mini-beasts' and understood the life cycle of the butterfly. They learned new vocabulary and used it to communicate their knowledge and understanding.

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

- In Islamic education, most students had basic knowledge and understanding of Islam but attainment was below national curriculum expectations. Their understanding of the history of the early life of the Prophet (PBUH) and his companions, for example, was below the expected level. Students were uncertain about some of the Islamic terms. Although attainment levels were weak, since the previous inspection students' progress had improved to acceptable. Students made appropriate links to their own lives and made adequate progress in their understanding of Islamic manners. Their skills in the recitation of the Holy Qur'an were limited.
- In Arabic as a first language, most students listened well and with understanding. Attainment was broadly in line with national curriculum standards and overall acceptable progress was being made. Students responded well to teachers' instructions and were able to use familiar Arabic vocabulary to form short sentences. They could read text from their Arabic books to a reasonable standard. Their writing skills were underdeveloped, although their knowledge and understanding of basic grammar was acceptable.
- In Arabic as an additional language, in the absence of externally benchmarked standards, most students' attainment and progress were in line with general expectations for second language learners in lessons and over time. Students listened well and responded to instructions and to visual presentations. Most students were able to use limited and familiar Arabic vocabulary in their speaking. They could form simple and short sentences and read at an acceptable level, but few understood the full meaning of what they had read. In writing, students copied from the board and textbooks, but were unable to write independently.
- In English attainment was good. Students' progress in lessons was often very good. The majority attained levels above the curriculum standards and above the international averages on external tests. In lessons, students generally demonstrated very strong listening, speaking and reading skills. The younger ones could read new texts with fluency and understanding in almost all cases. Students' writing skills were less well developed. A minority demonstrated very strong ability in creative writing and produced lengthy stories of high quality. Different groups of students made similarly good progress.
- In mathematics, the majority of students attained above the curriculum standards and international benchmarks. They demonstrated understanding of number concepts, mental arithmetic and problem solving. Their skills in analysing and interpreting data and graphs, and the application of these to real life situations were developing. Their progress in lessons and over time was well supported by a wide range of activities as well as the effective use of resources, including tablet computers. Different groups of students made similarly good progress.
- Most students' knowledge of scientific concepts was in line with the curriculum expectations. Different groups of students made no better than acceptable progress in the development of their scientific vocabulary and skills. For example, Year 2 students could explain how squashing, twisting, stretching and bending could change the shapes of different solid objects. Year 6 students were able to identify and name the main parts of the human circulatory system. Students' deeper understanding of scientific concepts was limited because they were not sufficiently prepared to carry out experiments and as a result did not always understand why they were conducting investigations.

	Foundation Stage	Primary
Learning skills	Very good ↑	Good ↑

- Children in the FS were actively engaged in their learning and took appropriate responsibility for it. They demonstrated independence, collaborated very well and communicated their learning effectively. They developed IT skills and were eager to learn. They developed higher order thinking skills and reflected on their achievements in response to effective questioning. A few children needed additional challenge and support. Sometimes there were too few opportunities for children to reason and find things out for themselves.
- Students in the primary years enjoyed learning and were able to take responsibility for completing tasks. They were usually aware of what they had learned and what they needed to do to learn more. The strongest learning skills were demonstrated in English literacy lessons. Students were enthusiastic and engaged learners, although in Arabic as an additional language lessons, the students were too passive at times.
- Students in the primary years showed the ability to collaborate on tasks in most subjects. When group work was well organized they were very productive. This was particularly so in literacy lessons for the older primary students. Overall, students were able to communicate their learning clearly in writing, orally and when using IT, but opportunities to do so varied between subjects.
- Students regularly made meaningful connections between different topics and with their experience of the real world. Themed units of enquiry in literacy lessons allowed them to develop broad understanding of topics such as earthquakes and the sea. Similar links were made in Islamic education, science and mathematics lessons and in the non-core subjects.
- Students were often enterprising learners. Their abilities to solve problems, find things out for themselves and use IT were demonstrated across the curriculum. These skills were most commonly observed in literacy, science and mathematics lessons. Critical thinking skills were being developed, but at times the opportunities to do so were constrained by their teachers' plans. Students' problem solving skills were developing in most, but not all subjects.

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

	Foundation Stage	Primary
Personal development	Very good ↑	Very good ↑

- Almost all students were enthusiastic in lessons across all subjects. They had clear understanding of the skills and attributes necessary for effective learning. They were increasingly confident when working independently and in taking risks. On occasion, a few students needed some reassurance. In the FS, children demonstrated high levels of independence in their learning.
- Almost all students enjoyed school very much and so their behaviour in lessons was excellent. Older students were very good role models for younger ones. At meal times students were well-mannered. In the FS, children's behaviour was exemplary despite their young ages.
- Relationships in lessons between teachers and students and amongst students themselves were generally very positive and productive. Students respected and trusted their teachers and got on well with their classmates. They involved others in their play and were happy to share with them.

- Most students were involved in a variety of physical activities and were fit and healthy as a result. They had very good understanding of a balanced diet and almost always chose healthy options at lunchtime. They knew how to keep safe around school and when using technology and the internet.
- Students' attendance rates and punctuality to their lessons were very good.

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

- Students throughout the school had very basic understanding of Islamic values beyond the values of love and cooperation. The majority of students demonstrated this in their positive relationships and their behaviour, which was characterized by self-discipline, cooperation and respect. Almost all students helped and supported their classmates during lessons.
- Students' understanding and awareness of Emirati and world cultures was acceptable in both the FS and primary phases. During assemblies, almost all students joined in singing the national anthem and did so beautifully and with respect. Most students had some knowledge of the UAE's cultural heritage, such as traditional clothing, food, wildlife and the sport of falconry. They enjoyed the National Day celebrations.
- Students demonstrated an acceptable knowledge and appreciation of their own countries and were able to name some historical monuments and rivers. However, their knowledge of other world cultures was underdeveloped.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good ↑	Good ↑

- Students took every opportunity to contribute to the life of the community. The students' council had made significant contributions, for example to the school's anti-bullying policy and proposed the establishment of the 'buddy bench' to help students who might be feeling lonely. Students took leading roles in ensuring that they played safely and ate healthy food. They indicated that there was scope for wider involvement.
- Most students had a positive work ethic. They were well aware of what they needed to do to achieve their academic and personal goals. In lessons, they contributed well to collaborative projects and other activities when given the opportunity, although a few were content to be passive participants.
- Students were involved in a range of projects to sustain the environment, such as the recycling and cleanup campaigns, and conserved energy by ensuring that lights were turned off when rooms were not in use.

3. Teaching and assessment

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

- The quality of teaching was best in the Foundation Stage and in literacy and mathematics lessons in the primary phase. Most teachers had secure subject knowledge and used it confidently. In almost all lessons, teachers knew how young children learn; this skill was especially strong in literacy lessons. Teachers usually knew which concepts were difficult to learn and used strategies that enabled their students to grasp them.
- Teachers' lesson plans were consistently detailed and linked to the curriculum standards, with clear learning objectives. Lessons and classrooms were usually, but not always, stimulating engaging and motivating. Teachers used time effectively, but in some lessons the pace was too slow to maintain students' interest. Resources were used well and many teachers were skilled with IT and using tactile resources to address specific needs.
- The interactions between teachers and their students were almost always positive and productive. Teachers were usually able to establish meaningful conversations with students and used questions skillfully to promote learning. Many used questions based upon 'Bloom's Taxonomy' to help students progress towards higher order thinking. In a few lessons, teachers' questions to students were too simple or too difficult to facilitate thoughtful progress in learning.
- Most teachers used strategies that effectively met the needs of students, including those with SEND and those who were learning English as an additional language. The level of challenge to students varied, but was usually appropriate. In a very few lessons the tasks were too simple. Teachers gave good support to students. The many classroom teaching assistants were deployed effectively to support different groups.
- Teachers often developed their students' critical thinking skills, but this aspect required improvement. Teachers did not allow sufficient time for reflective thinking to happen. Teachers promoted innovation and problem solving skills in some lessons, but opportunities were missed in others. Independent learning was planned for in a majority of lessons and was most evident in literacy and mathematics lessons and in the FS.
- In Arabic as a first language, teachers had good subject knowledge. Lesson planning often involved engaging activities for students and was differentiated according to individual needs. Most teachers had good IT skills. For instance, a teacher used Powerpoint effectively to encourage students' participation. Teachers generally used questioning and dialogue well to engage students in meaningful discussions. However, opportunities for independent learning were too limited.
- In Arabic as an additional language, most teachers were able to use varied methods of teaching. Lesson planning ensured that students were active participants. Teachers often used questioning and dialogue to engage students but some used English excessively as the language for communication, which limited the levels of challenge. A few teachers planned for activities to develop critical thinking, but individual learning was limited.

	Foundation Stage	Primary
Assessment	Good	Good ↑

- The school's internal assessments were closely linked to the revised National Curriculum for England. A new system for assessing students' attainment and progress without levels had been introduced in science. This system was providing the required information and was planned to be extended to English and mathematics in the near future.
- In most subjects the internal assessments provided accurate measures of students' academic and personal development. Improved assessment procedures in Islamic education and Arabic provided accurate measures of students' attainment and progress.
- The school had effective systems in place for benchmarking students' performance in the key subjects against international standards. Assessment in the FS was closely aligned to the key requirements and standards of the early years Foundation Stage curriculum.
- Assessment information was collected at regular intervals and used to check students' progress. This information was used to provide regular informative reports to parents. The data was analysed to identify both strengths and weaknesses in students' knowledge and understanding. However, not enough use was made of the available external assessments to validate the school's own measures of attainment and progress.
- Assessment information was readily available to teachers and used well to ensure that lesson planning took account of individual students' needs. While the use of assessment information was a particular strength in some subjects, for example in English, there were inconsistencies in other subjects. Methods to review students' progress in teaching teams and with senior staff provided teachers with a detailed picture and enabled targeted support to be provided.
- In the best lessons, the assessment of students' progress enabled teachers to identify gaps in understanding and refocus students' learning. However, this was not a consistent feature. In mathematics, for example, not enough use was made of ongoing assessment in lessons to quickly identify and correct any misunderstandings. There were examples of constructive marking of students' work in English and Arabic, which included comments that helped students to improve their work.

4. Curriculum

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

- The curriculum was closely aligned with the new National Curriculum in England. It was well matched to the school's requirements and, in most subjects, offered students a broad and balanced learning programme. However, there was an imbalance in the time allocation for science in the primary phase, both within and across year groups.
- The curriculum was fully compliant with the national statutory requirements. The FS curriculum provided a very good range of age-appropriate learning experiences for all children. It was enquiry based and taught effectively, with an emphasis on the principles of learning through play.

- Carefully planning ensured continuity and progression in students' learning evident in the transition arrangements from FS 2 to Year 1. Students throughout the school were able to build on their learning from year to year. As a result, the older students were adequately prepared for the continuation of their studies beyond the school.
- The curriculum provided a good range of subjects designed to develop students' interests and aspirations. It was further enhanced by a wealth of extra-curricular activities. In the FS, very good use was made of the outdoor areas for children to learn and develop their basic skills through play.
- There were many opportunities for students to make links between their learning in different subjects. Very good quality displays of students' work showed this. For example, a project on 'The Dangerous Planet' very effectively integrated students' learning in science, geography, art, mathematics and literacy. Although there was a strong emphasis on independent learning and critical thinking, the development of these skills was yet to be embedded.
- Teachers and senior leaders continuously reviewed the curriculum. Through regular planning meetings, teachers reviewed the effects of the taught curriculum, amended daily lesson plans and adapted resources where necessary. There was a continuing focus on the achievement of the school's UAE National Agenda targets.
- The school taught UAE social studies integrated with various subjects. There was a clear rationale aimed at developing students' understanding of the UAE's culture. Cross-curricular activities were linked to the Emirate's National Agenda priorities.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good 

- The school was successful in modifying the curriculum to meet the needs of students, although there were some inconsistencies. The curriculum generally provided a range of interesting, open-ended learning opportunities that nurtured innovative skills. However, teachers did not routinely take account of the range of needs within the class and did not make the necessary modifications to appropriately engage and challenge some students.
- The curriculum was enhanced through various opportunities for enterprise, innovation and creativity. Students developed their understanding of finance and marketing during Enterprise Week. Teachers contributed to many extra-curricular activities. For example, choir, instrument tuition, Lego mathematics, swimming and art. External providers also offered activities such as karate, yoga and ballet.
- Exposure to Emirati culture and the UAE's values was integrated into a range of school and classroom activities. For example, students practised using dirhams in mathematics lessons; they read about pearl diving and visited the National Heritage Centre; they produced art work inspired by the local architecture and metro system; they celebrated National Day and Flag Day.
- Children in the FS made a start in learning basic Arabic during three thirty-minute lessons per week.

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 ↑

- Child protection and safeguarding arrangements were clearly stated and well understood. There were effective measures in place to protect students from abuse and bullying, including those via the internet and social media. The students' council had initiated a child-led version of the school's anti-bullying policy. Electronic safety was promoted through posters in each classroom and incorporated into the IT lessons.
- Effective procedures ensured the safety and security of everyone on the school premises and buses. Staff members regularly received briefings to inform and update them about the policies. Emergency procedures were highly visible around the school. Detailed incident logs were maintained and the medical and nursing staff provided high quality care. Regular risk assessments for activities within and outside of school were conducted.
- All areas of the premises were well-maintained and hygienic. Lockdown procedures were in place and evacuation procedures were well rehearsed and documented. Incidents and subsequent actions taken were recorded electronically.
- Equipment, resources and the school premises were of a very good quality and suitable to the educational needs of students, including those with SEND and FS children.
- The promotion of healthy living was a priority in the school program. The school initiated a 'healthy eating week' and regularly checked students' lunchboxes for healthy options. Effective measures were taken to provide reasonable protection from the sun, including shading, headwear and ready access to drinking water.

	Foundation Stage	Primary
Care and support	Very good ↑	Good

- Relationships among teachers and students were very positive and created a calm and purposeful atmosphere throughout the school. Students were very polite and friendly in their interactions with the staff, with adults in general and with each other. Expectations for behaviour were clear and systems for managing inappropriate behaviour very effective.
- The school was successful in promoting regular attendance and had overseen an increase of five per cent from the previous year.
- Students with SEND were identified on entry using a range of indicators although the system required further refinement.
- Guidance and support for students with SEND was provided by classroom teachers, SEN staff, and school administrators. A variety of intervention sessions matched to the learning needs of students was effective, particularly in the FS. An enrichment program for gifted and talented students had been introduced in the primary phase and provided group sessions in advanced mathematics and literacy twice each week.
- Throughout the school, students' personal, social and emotional development and their academic progress were closely monitored. Students were very well prepared for their next stages of education.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- Governors and senior leaders promoted an inclusive ethos which was evident in most respects across the school. They continued to develop the quality of their policies and procedures relating to the implementation of provision for students with SEND. The admissions policy required further development to ensure it communicated a fully inclusive message to families and their children.
- The school made use of a range of indicators to appropriately identify the needs of students with SEND upon entry and within the school. However, the systems required further refinement to ensure that all students identified with SEND had access to the interventions and individual plans that they required.
- The school worked closely with almost all parents in creating a quality learning environment for students with SEND.
- Professional development from an outside agency and the coaching of classroom teachers by the specialist staff within the school had improved the quality of planning. As a result, teachers used a variety of strategies and made modifications to the curriculum to meet the needs of most students including those with SEND.
- Most students with SEND made good progress over time. Teachers were developing their ability to use assessment information in their lesson planning and to personalise their teaching strategies so that they met the needs of most students with SEND. In a minority of cases, where teaching practices were less well developed, students struggled to make the expected progress.

6. Leadership and management

The effectiveness of leadership

Good 

- The principal and deputy head had a clear vision for the future of the school. New appointments had been made to key roles. The leaders quickly came to terms with what was required to support them in their mission. Ensuring good progress by students in all subjects and the National Agenda were key priorities.
- The principal and staff members were committed to the vision for improvement and were empowered to share in the responsibility. Leaders regularly monitored teachers' work and held them to account without being confrontational. In turn, teachers were supportive of each other and were proactive in sharing ideas and expertise. Consequently, most teachers were growing in confidence and morale was very high.
- School leaders led their teams effectively in bringing about improvements, particularly in students' personal and social development and in the rate of progress in most subjects. This recent record of improvement had generated a momentum for improvement throughout the school community. Provision, systems and procedures were regularly reviewed for their effectiveness and adapted as necessary. Good capacity existed for further improvement.
- Leaders ensured that the school was compliant and met all statutory and regulatory requirements.

School self-evaluation and improvement planning

Good ↑

- Systems for gathering information about the school's performance were effective. External and internal data were gathered, analysed and used effectively to evaluate the work of the school and to identify most of the key priorities for further improvement.
- As a result of the whole-school work on defining effective teaching, there was a clear and shared understanding of the needs of students. Consequently, teachers ensured a sharp focus on their students' achievement in lessons. Subject leaders and phase leaders emphasised the importance of outcomes when discussing provision with their teams.
- Improvement plans were based upon appropriate evaluation of the school's performance. They included challenging targets for improving teaching to ensure that it was consistently good or better. High quality professional development opportunities had positive results, particularly, but not only, in the FS.
- The school had responded swiftly and effectively to the recommendations from the previous inspection report with regard to provision for Islamic education and Arabic, the quality of teaching and the use of assessment information.

Partnerships with parents and the community

Good

- Parents were very supportive and were satisfied with the way their children were cared for and taught. They appreciated being consulted as part of the self-evaluation process and, more importantly, that their voices were heard.
- Class representatives put forward parents' suggestions and concerns. In response, the school had acted upon parents' request for increased security. They were pleased to be involved in supporting their children's learning and personal development, both in school and at home. For example, mothers volunteered to support reading in school and helped out during swimming lessons.
- Parents appreciated the various systems for communicating with the school, such as the Parent Liaison Officer and the use of technology to facilitate the sharing of information. Parents of students with additional needs were involved in planning for their children's development.
- Progress reports were regular and parents very much appreciated the level of detail and the personalised information about their children's achievements and what they needed to do to further improve.
- The school had extended its links with the local and wider communities, such as the partnership with St. Dunstan's College and through visits to local places of interest such as centres for special needs and The National Heritage Centre. They were also involved in supporting several local charities and enjoyed the sporting links with other schools.

Governance

Good ↑

- Governance was widely representative of the school community and included parents, teachers, administrators and input from the Students' Council. Governors regularly sought the views of parents and responded appropriately when possible. For example, they increased the range of extra-curricular activities in light of parents' suggestions.
- The governing board acted as a critical friend for school leaders, challenging and supporting in similar measure. They were influential in determining the direction of the school and shared the principal's vision for excellence. Whilst delegating responsibility for the day-to-day running of the school and its performance to leaders, they monitored their work and held them to account.
- The governors' understanding of the school's performance was improving as a result of data analysis and regular reports from school leaders. Consequently, they had a reasonably accurate view of the school's strengths and the areas for improvement.
- The governing board took decisive action when necessary. For example, they were quick to respond to the recommendations in the previous inspection report to address statutory requirements and outcomes for Islamic education and Arabic languages and to facilitate the expansion of the leadership team and professional development in order to improve the quality of teaching.

Management, staffing, facilities and resources

Good ↑

- School leaders regularly met to plan and oversee daily activities and routines. Processes and procedures were effective in ensuring the smooth daily operation of the school.
- The school had sufficient well-qualified teachers, including specialist and lead teachers and experienced teachers in the early years. Teaching assistants ranged from qualified teachers to experienced assistants. Regular opportunities were taken for teachers to develop their skills. The school was accredited by the British Schools in the Middle East organization (BSME) and involved in developments through that network.
- The premises, including the new building, and learning environments were conducive to effective learning. Generally, the facilities were well suited to supporting the curricular and extra-curricular activities of students, the work of teachers and social and leisure activities.
- The school was well-resourced. All classrooms had projectors and interactive boards. The facilities team ensured that all equipment, both indoors and outdoors, was well-maintained and fit for purpose. A maintenance procedure was in place to repair or replace items when necessary. The library was well-organised with sufficient books for the FS and primary phases and for all subjects, including Islamic education and Arabic.

The views of the parents, teachers and 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	
Parents* 	2015-2016	215
	2014-2015	200
Teachers 	45	
Students 	0	

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

- Parents who responded to the survey were generally very positive about the school's provision, except for the teaching of Arabic as a first language.
- Teachers were mainly positive in their opinions, except for a few who believed they were not involved in curriculum review and the self-evaluation process.
- There were no senior students in the school.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae