

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

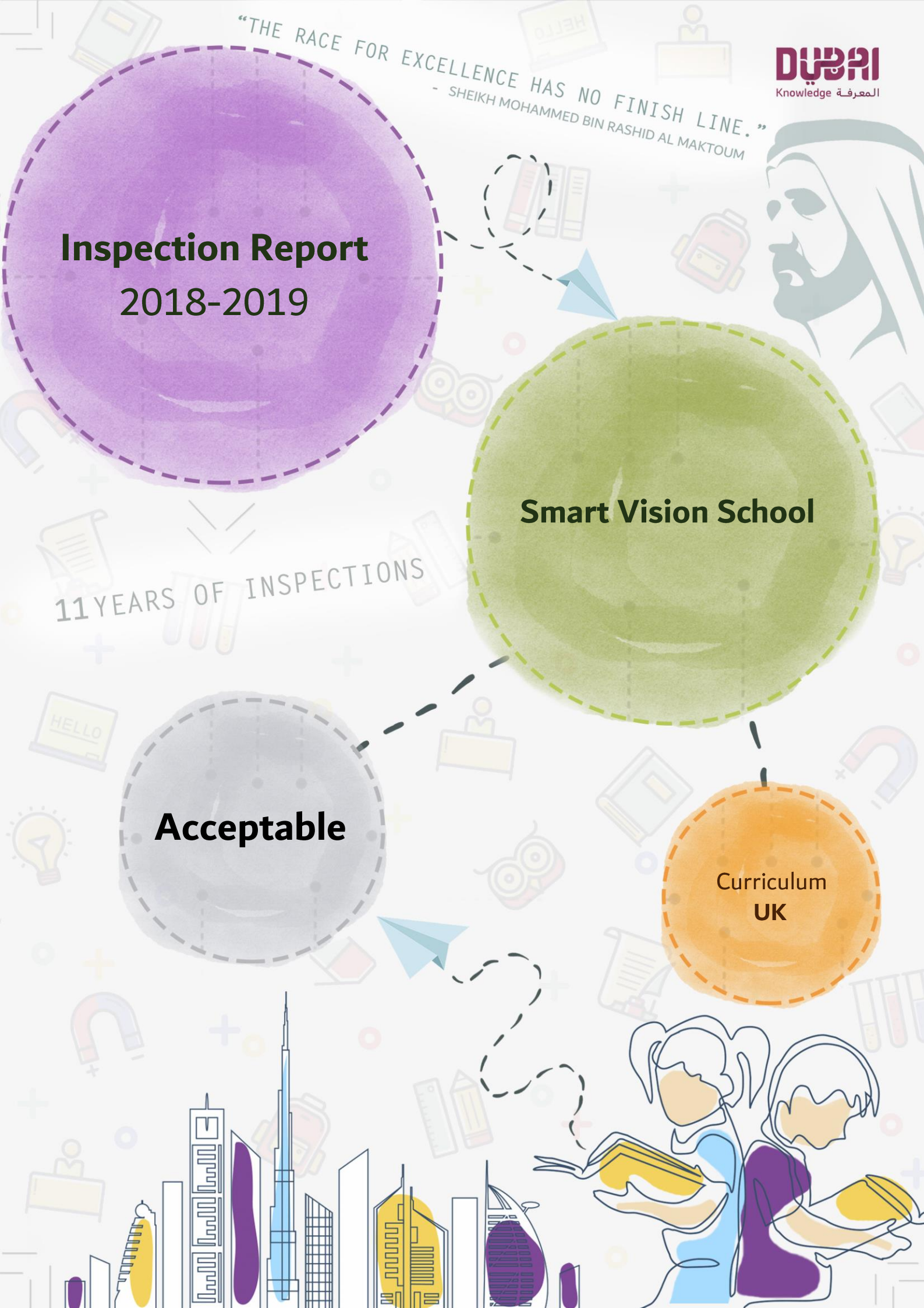
Inspection Report 2018-2019

Smart Vision School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



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School Information

General Information	Location	Al Barsha 2
	Opening year of School	2016
	Website	www.smartvisionschooldubai.com
	Telephone	042880965
	Principal	Rachel Cashin
	Principal - Date appointed	10/1/2018
	Language of Instruction	English
	Inspection Dates:	11 to 13 March 2019
Students	Gender of students	Boys and girls
	Age range	3-11
	Grades or year groups	FS1-Year 6
	Number of students on roll	249
	Number of Emirati students	37
	Number of students of determination	43
	Largest nationality group of students	Arab
Teachers	Number of teachers	24
	Largest nationality group of teachers	UK
	Number of teaching assistants	12
	Teacher-student ratio	1:10
	Number of guidance counsellors	0
	Teacher turnover	70% including growth
Curriculum	Educational Permit/ License	UK
	Main Curriculum	English National Curriculum
	External Tests and Examinations	N/A
	Accreditation	N/A
	National Agenda Benchmark Tests	GL Progress Tests

School Journey for Smart Vision School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019

Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Current attainment, particularly in the Foundation Stage (FS), is mostly weak. However, children and students are making better progress in their learning. The re-launched school focus on language development, on improving identification and provision for students of determination, and on raising the level of consistency in teaching standards is beginning to have a positive impact. Students' learning skills are mostly good and improving, especially when teaching is good or better.
- Students' good personal development is a strong feature. Attendance and punctuality are now improving. Students' understanding of Islamic values and awareness of both Emirati and world cultures are not yet secure, but they are key features in the improvement plan. Students do not yet have sufficient opportunities to take the lead on a broad range of initiatives to support the community or the environment.

Provision for learners

- Teaching for effective learning is mostly acceptable, with some good and better examples of practice. Teachers have good subject knowledge and understand how young people learn. The use of assessment data to plan personalised learning experiences for students is at an early stage of development. New assessment systems for tracking students' achievements are encouraging and are steadily becoming embedded in practice.
- The planned curriculum is broad and balanced, and ensures that children and students will be well prepared for the next stage in their education. Children in the FS have some choice in their learning, and there are examples of cross-curricular links. Adapting the curriculum to meet the needs of different groups of learners is under way and adequate, but not yet fully embedded.
- Adequate safeguarding procedures are in place. The school provides a safe environment for children and adults. Staff have positive relationships with students. Procedures for the management of behaviour and the promotion of improved attendance and punctuality are in place. There are improving systems to identify students of determination, but the identification of those with gifts and talents is not yet fully developed.

Leadership and management

- The school's ownership changed this academic year. A strong new principal leads a dedicated team that is steadily transforming provision in the school. The impact of accurate self-evaluation and of good, targeted strategic school improvement action plans has yet to be fully realised. The school is well led and well managed.

What the School does Best:

- A welcoming, family-focused and well-presented school, with good and improving facilities
- Leaders' clear mission for, and strategic approach to, the promotion of rapid improvement across the school
- The very supportive board of governors

Key Recommendations:

- Raise levels of academic achievement for all groups, including Emirati students.
- Improve provision for, and outcomes attained by, students of determination.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable

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

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

6. Leadership and management

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

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

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. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 N.A.P. targets :

Registration requirements

The school fully meets the registration requirements for the N.A.P.

The school's progression in international assessments

meets expectations

- The school is a new school and students have not yet taken an international benchmark assessment. Only one reliable, full year of N.A.P. data exists, so progression cannot be assessed. However, when aligned to students' results in cognitive assessments, their performance in the N.A.P assessment is broadly in line with expectation.

The impact of leadership

meets expectations

- New senior leaders have put in place a comprehensive action plan for the National Agenda priorities and, with the governors, are committed to this initiative. However, they have not been in post long enough to have had a significant impact on raising standards of achievement through the strategic initiatives which underpin the National Agenda.

The impact on learning

is approaching expectations

When teaching is good or better, and teachers begin to make effective use of the well-analysed data gathered through the initiative of N.A.P., good learning skills are more effectively developed. However, this is not yet a consistent feature in the school.

Overall, the school's progression towards achieving their UAE National Agenda targets meets expectations.

For development:

- Ensure adequate provision to prepare students well for international and N.A.P. benchmark assessments.
- Ensure that all staff are made fully aware of the school's National Agenda action planning and play their full part in its delivery.
- Train and support teachers, and hold them to account, for the effective use of cognitive ability tests (CAT4) and National Agenda benchmark assessment data in their planning and teaching, promoting problem-solving, enquiry-based learning and both critical and divergent thinking.

Reading Across the Curriculum

- Outcomes in external benchmark tests indicate that achievement in reading, although improving, is not yet in line with curriculum expectations in Arabic and English.
- Students' fluency improves steadily when reading in English-based subjects, while levels of confidence in reading in Arabic are variable.
- Students enjoy reading in the library, which is attractive and promotes reading for pleasure. The new librarian is well qualified and very experienced.
- Leaders are dedicated to putting language improvement at the forefront of their drive for improvement. They have invested in Arabic and English reading schemes and in professional training for teachers to support the development of reading skills.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Ensure that teachers focus on developing younger students' early reading skills in all subjects across the curriculum.

UAE Social Studies

- The curriculum closely follows the requirements of the UAE social studies learning outcomes. It is implemented in Arabic and English to develop knowledge and skills for all groups of students.
- Students occasionally share their prior knowledge and understanding. They collaborate and work productively to carry out basic research and make valid connections to their own life experiences.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with UAE social studies curriculum standards.
- Internal assessment information indicates that most students make expected progress in relation to their individual starting points, in their lessons and their recent work.

The students' outcomes in UAE social studies meet expectations.

Innovation

- When given the opportunity, children and students demonstrate that they can think in innovative ways.
- The members of the school council are committed to thinking creatively about their contributions to school improvement.
- Teaching does not yet do enough to provide a broad range of opportunities to promote critical thinking, taking the initiative, problem-solving or developing the skills of innovation.
- The curriculum is increasingly adapted to nurture students' skills. However, most initiatives are at an early stage of development.
- New leaders have appropriately prioritised more fundamental features of improving learning provision for students. They are nevertheless dedicated to innovation in school leadership, in teaching and especially in the use of IT in learning.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Although better in the lower years, students' knowledge and understanding of Islamic concepts are below expectations. Recitation of the Holy Qur'an is not well embedded into the curriculum and there is a lack of recitation lessons, leading to poor skills in this area.
- Age-appropriate discussion of Islamic concepts linked to events taken from Islamic history is below expectations, particularly in the upper years of the primary phase. Memorisation of the Holy Qur'an is a weakness across year groups. Islamic education for non-Arabs is less developed across the phase.
- The planning to link Islamic concepts with students' own experiences has led to improvements in students' progress. However, because teachers are not personalising the learning experiences, students with different levels of background knowledge are not making similar progress.

For development:

- Raise the level of challenge through well-designed lessons and more effective teaching strategies to ensure that all students make progress above expectations and reach at least at an acceptable level of attainment.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Students' starting points in learning are not always sufficiently considered. As a result, attainment is often below expectations in all language skills, but especially in speaking and writing.
- The use of classical Arabic in multiple contexts is developing. For a few students, knowledge of vocabulary meets curriculum expectations. However, their knowledge of syntax and rhetoric is below expectations. The amount that students write in pieces of extended writing is variable.
- Exposing students to different levels of grammatical structures has some impact on improving rates of progress in writing skills. However, because teachers do not always sufficiently differentiate provision, progress is variable and this impacts on the attainment of many students.

For development:

- Enhance language fluency by improving the systematic use of language skills in lessons and in extra-curricular activities, making better use of CAT4 assessment information.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Younger students make better progress than older. Attainment is not in line with expectations because teachers do not plan sufficiently to address students' different numbers of years of prior exposure to the language.
- Listening skills are stronger in the lower year groups. However, all language skills across upper primary, and speaking, reading and writing in lower primary, are underdeveloped. Students do not use the language in different contexts. They can engage in basic conversations using very limited sentences.
- The promotion of higher aspirations for students in lower primary has some positive impact on their progress, bringing it into line with curriculum expectations.

For development:

- Ensure consistency in teaching practices across all year groups, through well-planned lessons based on accurate differentiation that takes into consideration the previous years of study of Arabic as an additional language.

English

	Foundation Stage	Primary
Attainment	Weak	Acceptable
Progress	Acceptable	Acceptable

- Attainment in a small number of external benchmark assessments in the primary phase is below expectations. However, students' attainment is stronger in internal assessments, in lessons and over time. In the FS, an increasing number of children are assessed as meeting early learning goals for reading and writing.
- Attainment in reading is slightly stronger for girls than for boys. The progress made by both groups is consistent. Students' ability to speak fluently in English improves throughout Key Stage 2 and is stronger than progress in writing.
- Teachers use phonics and guided reading schemes, in the FS and Key Stage 1, to improve students' reading skills. By Year 2, students make rapid progress from their low starting points. The exceptions are students of determination, who make more limited progress.

For development:

- Develop students' writing skills throughout the school, with regular assignments that require them to broaden their range of vocabulary and use increasingly complex sentence structures.

Mathematics

	Foundation Stage	Primary
Attainment	Weak	Acceptable
Progress	Acceptable	Acceptable

- The average attainment of children in the FS is lower than curriculum expectations. Too many children struggle to match numbers and quantity independently and correctly. As students move through the school, their understanding of number and calculation is more in line with curriculum expectations.
- Students in lower primary can use standard and non-standard measurement, calculate different combinations of coins, and interpret data on a pictogram. In upper primary, they can add three-digit numbers confidently and measure different types of angles. However, students' ability at mental recall of basic number facts and problem-solving skills are not as strong.
- Children in the FS are beginning to make adequate progress in the use of number, as is the case in calculation work in primary. Mental strategies introduced have not yet made a significant impact on achievements, and understanding of mathematical vocabulary remains inconsistent.

For development:

- Ensure that children match numerals and quantity independently in the FS.
- Ensure that primary students have quick recall of multiplication tables and basic number facts.
- Develop students' problem-solving skills and use of mathematical vocabulary.

Science

	Foundation Stage	Primary
Attainment	Weak	Weak
Progress	Acceptable	Acceptable

- Skills in working scientifically are weak. In the FS, children lack the ability to find things out for themselves. They can make observations but they struggle to predict or record their findings. A minority of students understand fair tests, but most lack the skills to design an experiment.
- Scientific reasoning is weak. Most children in the FS are starting to acquire basic scientific vocabulary, but are unable to ask questions. Most primary students lack the necessary scientific language to read and understand questions, and then explain their ideas.
- There are significant gaps in knowledge, understanding and scientific skills, both in the FS and the primary phase. Due to the recent introduction of a broad and balanced primary curriculum, students are now able to build on previous learning and are beginning to make acceptable progress.

For development:

- Systematically develop the ability of children and students to work scientifically, especially with regard to generating ideas, planning fair tests, recording findings and drawing conclusions.
- Promote and model the use of scientific reasoning so that children and students understand and can use scientific vocabulary to discuss their ideas and answer questions.

Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Good

- The development of learning skills becomes stronger as students progress through the school. Students enjoy developing their learning skills in class and begin to take increasing responsibility for their own learning. They know their targets in reading, writing and mathematics and are beginning to know their own strengths and weaknesses.
- Students work well together in groups, initiate collaboration, listen carefully to other students' points of view and often respond to them thoughtfully. They appreciate the relevance and connections made between different areas of learning, for example, the links between sport and a healthy lifestyle. They enjoy connecting their report writing with their research work on space exploration.
- Improvements have been made, with some enquiry-based learning and research skills in the upper primary phase. Opportunities for innovation, enterprise, critical thinking and the use of learning technologies are not widespread.

For development:

- Develop students' innovation, creativity, enquiry and research skills, and their use of learning technologies.

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

	Foundation Stage	Primary
Personal development	Good	Good

- Students behave well and support one another, resulting in a positive impact on their learning. They are respectful and sensitive to the needs of others. In the FS, children play together well, showing care for others.
- Students have positive attitudes to their work. However self-reliance is not a strength. They have a good understanding of healthy lifestyles. Older students know which healthy foods to bring to school. Students know how to keep themselves safe.
- Rates of attendance are improving. However, a few parents do not bring their children to school on time, and these students miss important elements of their learning at the start of the school day.

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

- In the FS and the primary phase, children and students have variable outcomes in relation to the understanding and appreciation of Islamic values, and how they influence the different aspects of UAE society.
- A few students are able to mention the benefits of UAE culture and make useful links with other cultures.

- Students have limited opportunities to learn about the cultural heritage of the UAE and other countries. As these opportunities are not fully embedded in the curriculum, students possess only a very basic knowledge of this area.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Acceptable

- Students care about their school environment. They act as eco-warriors around the school. They eagerly support a recycling initiative by bringing their used plastic bottles for collection to be processed into yarn. Children in the FS keep their classrooms and outdoor areas tidy. They tend their organic garden and have a growing understanding of environmental issues.
- Students take their responsibilities in school seriously, especially those on the school council. They actively seek out ways of improving school life, through, for example, developing a playground buddy scheme.
- Students have been involved in the relaunching the school house system, including naming the school house teams after inspirational Emiratis. They have a strong work ethic. The large majority of students are keen to get involved in projects, but rarely take the lead.

For development:

- Improve the understanding of the influence of UAE culture and Islamic values on students' lives.
- Deepen the understanding of world cultures.
- Develop students' skills in initiating and leading projects both in school and in the community.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Acceptable	Acceptable

- The effectiveness of teaching across the school is inconsistent. Most teachers have strong subject knowledge and know how children learn. The positive interactions between students and teachers are a real strength.
- All teachers work to create a stimulating learning environment. Effective teachers use time and a range of resources well, to motivate and engage learners. Sometimes support staff are not deployed effectively. Teachers' questioning does not always encourage further language development for those children at an early stage of learning English
- Problem-solving, research and enquiry-based tasks feature in the upper primary phase but not consistently. The development of students' critical thinking, problem-solving, innovation and independent learning skills does not feature regularly in teachers' planning.

Foundation Stage

Primary

Assessment

Acceptable

Acceptable

- The newly-appointed school leaders have acted swiftly to implement robust and consistent internal assessment processes in the primary phase. The detailed assessment policy focuses on the use of reliable data to measure students' progress effectively and accurately.
- Leaders in the primary phase make effective use of the limited amount of data available from the recently implemented assessment systems to track individuals and groups and to identify underachievement. In the FS, internal assessment procedures have been strengthened and are beginning to provide more reliable data.
- Not all teachers are skilled at making effective use of assessment information to personalise learning to enable all children and students to reach their potential. However, most teachers know their students' strengths and weaknesses. The quality of teachers' marking and feedback is variable. Self- and peer-assessment are not used consistently.

For development:

- Ensure that all teachers are skilled in making effective use of assessment information so that they can personalise teaching to enable all children and students to reach the next steps in their learning.
- Ensure that teachers use support staff effectively to support students with their learning and language development.
- Ensure that teachers plan more opportunities for students to develop critical thinking, problem-solving, innovation and independent learning.

4. Curriculum

Foundation Stage

Primary

Curriculum design and implementation

Acceptable

Acceptable

- Leaders regularly review the curriculum for both phases. They have a clear vision and direction for the school. The curriculum is closely aligned to the National Curriculum for England. Implementation has been strengthened through the introduction of a curriculum tracking system that enables teachers and leaders to ensure that curriculum elements are taught effectively.
- There is continuity and adequate progression in most subjects as a result of extensive curriculum mapping. Professional development programmes have helped teachers to understand the National Curriculum for England, but not all teachers have a sufficiently good knowledge.
- The design of the curriculum has been strengthened by the appointment of specialist teachers who deliver additional curricular activities in music, Arabic and French. It has been enriched by designated play-based learning areas, and by access to indoor and outdoor learning environments.
- Moral education is taught by class teachers to all students in Years 1 to 6. It is taught on a weekly basis in discrete 40 minute lessons.

Foundation Stage

Primary

Curriculum adaptation

Acceptable

Acceptable

- To meet the needs of most groups of students, particularly learners of English as an additional language, leaders have adapted the curriculum to the school's specific community, with a focus on language. However, outcomes for students are not yet meeting curriculum standards.
- The curriculum in the FS has been adapted to provide enhanced opportunities for children to develop literacy and numeracy skills rapidly. Some planning is in place to ensure that the curriculum prepares children for Year 1, particularly through the common guided reading and phonics schemes in the FS and Key Stage 1
- Adaptation of the social studies curriculum has resulted in opportunities for students to develop bilingual awareness of the UAE, although links to the UAE are not strong features of provision. The curriculum does not yet place sufficient emphasis on enterprise or innovation.
- Arabic is taught for 40 minutes per week in FS1 and for 80 minutes per week in FS2.

For development:

- Ensure that further training is provided for all teachers so that they have secure knowledge of the curriculum.
- Improve modification of the curriculum to meet the needs of all groups of students, particularly learners of English as an additional language.

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

Foundation Stage

Primary

Health and safety, including arrangements for child protection / safeguarding

Good

Good

- Procedures to ensure health and safety, including arrangements for child protection, are well established.
- Specific strengths of these policies and practice include strong, responsive medical services, thorough risk assessments for relevant student activities, systematic safety checks on equipment and resources, and well-managed school transport.
- The school reviews its policies to ensure consistency of practice. There is significant investment in enhancing security, both in resources and through staff training. A few new staff and bus drivers have not yet received their training.

Foundation Stage

Primary

Care and support

Acceptable

Acceptable

- The care and support of students is a priority for the school. Relationships between staff and students are positive and firmly based on a culture of mutual respect. High expectations and clear procedures for managing behaviour result in students' good conduct.
- Attendance and punctuality are improving due to the rigorous pursuit of students' absence and lateness. The school is inclusive. Procedures for identifying the needs of students of determination are developing. Provision and support are adequate. The identification of students with gifts and talents remains at an early stage of development.
- The well-being and personal development of students is promoted through the curriculum and regularly monitored. Support for students joining the school and for those transferring to secondary school is being developed.

For development:

- Ensure that all students are well supported, especially students of determination, when they join the school and when they move on to the next phase of their education.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Owners, governors and senior leaders are committed to creating an ethos of inclusion. A dedicated inclusion governor is now held accountable for the outcomes of students of determination. Improving the quality of provision for inclusion is given high priority by the senior leaders.
- The school is increasingly using a range of summative and formative assessments to support the initial identification of students' needs. Professional verification of students' specific needs, so that the school is accurately guided in its support for individuals, is variable.
- The newly formed inclusion team ensures that the parents of students of determination have positive relationships with the school. Communication between school and home is becoming more effective, and helps to ensure that parents are kept informed about their children's progress.
- Curriculum adjustments to meet students' individual needs in lessons are not yet consistent. Planning and resources are not always sufficiently personalised to the needs of individual students, thus adversely affecting the amount of progress that students make.
- Students' work and teachers' assessments indicate that most students of determination are making satisfactory progress over time. However, current rates of progress are not helping all students move closer to age-appropriate academic expectations in core subjects. Adequate personal support is gradually helping students to develop greater levels of independence.

For development:

- Improve the provision for students of determination and ensure that they make more rapid progress and achieve higher outcomes.

6. Leadership and management

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

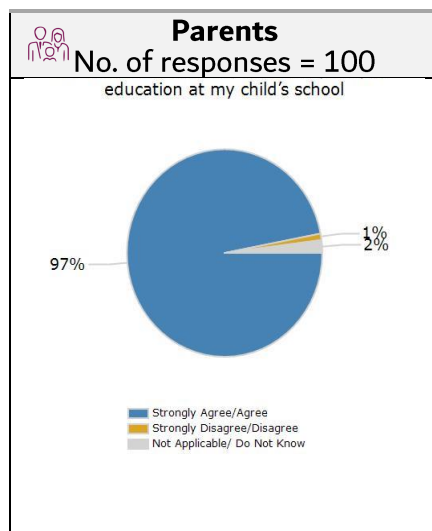
- Leaders, many of whom have been in post for less than six months, have a clear vision of excellence in education and are committed to continue to raise standards in the school. The school has changed ownership over the past year, with a new principal and considerable changes in staffing. Leaders' aspirations for the school are now very high, and capacity to improve is strengthened. Most leaders are knowledgeable and are becoming increasingly skilled in planning and delivering improvements.
- Leaders know their school very well. They gather mostly reliable evidence for their self-evaluation from a broad range of sources. They analyse the evidence to form a sound basis for comprehensive and appropriate school-improvement planning. Feedback from external sources is welcomed, and the school then takes action, which is beginning to result in steady improvement. The school monitors action plans very capably, and clear planning improvements follow.
- Parents are successfully engaged as partners in their children's learning. Their views are increasingly sought, listened to and, when possible, acted upon. A range of digital communication informs parents of scheduled activities and highlights important notices. Written reports on students' academic and personal progress are individualised, detailed and include next steps for improvement. Partnerships with local volunteers, schools and international companies are beginning to enrich students' achievements.
- The governing board represents a broad group of key stakeholders, including one parent. The board is beginning to have a positive impact on school infrastructure, the quality of provision and the extent to which senior school leaders are now held to account. Governors provide genuine support and some useful guidance to the principal. They are beginning to monitor the full impact of the strategic improvement planning in which they are engaged.
- The day-to-day operation of the school is well organised. Timetabling is efficient. Well-qualified and specialist staff are suitably deployed. Staff increasingly benefit from effective professional development, informed by school-improvement priorities. The premises are of good quality and classrooms are very well resourced.

For development:

- Make explicit the priorities for school development in the short, medium and longer terms.
- Prioritise improvements in the provision for, and outcomes attained by, students of determination.
- Organise programmes of professional development, particularly around the most effective use of assessment data to differentiate learning for different groups of students.
- Ensure that rigorous monitoring of strategic school-improvement action plans, including subject-based and phase plans, results in appropriate reviews and updates.

The View of parents

Before the inspection, the views of the parents were surveyed. Key messages were considered during the inspection and these helped to form inspection judgements.



Parents

- Parental feedback is highly positive. Parents identify the new principal as a real strength. They consider the school to be welcoming, with high aspirations and good communication. A minority acknowledge that their children do not always have a good night's sleep or eat enough vegetables and fruits on a regular basis.

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