



المعرفة
Knowledge



VICTORY HEIGHTS PRIMARY SCHOOL L.L.C

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Sports City
	Opening year of school	2013
	Website	vhprimary.com
	Telephone	97144231100
	Principal	Sasha Crabb
	Principal - date appointed	4/1/2012
	Language of instruction	English
	Inspection dates	29 to 01 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	1006
	Number of Emirati students	2
	Number of students of determination	80
	Largest nationality group of students	UK



TEACHERS

	Number of teachers	66
	Largest nationality group of teachers	British
	Number of teaching assistants	39
	Number of guidance counsellors	0



CURRICULUM

	curriculum	UK
	External Curriculum Examinations	NA
	Accreditation	BSO

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



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievements in the English medium core subjects continue to be extremely high in both phases of the school. As a result of continued students' progress in Islamic Education, their levels of knowledge, skills and understanding are measurably better. There have been many actions by the school to raise students' attainment in Arabic, but these have yet to have the desired impact.
- All students continue to show positive behaviour and excellent attitudes to their learning. They embrace the culture of the country and seek to explore its history and values. Students are enabled to be good role models in a variety of areas and through the 'Wellbeing Ambassador' programme. They have a strong voice in supporting improvement in their school.

Provision For learners

- As a result of very effective assessment systems, most teachers know their students well. They successfully plan to meet the needs of all groups of students. They build on the learning skills of their students so that improvements become a shared responsibility. These practices are developing in the Arabic medium subjects but, as yet, are not fully embedded.
- The curriculum is broad, balanced and in most cases, extremely rich. Modifications are on-going, as the need arises, and innovative approaches are taken to engage the students. The curriculum is regularly reviewed and transitions from phase to phase and year to year are smooth. Cross-curricular links give students valuable opportunities to deepen and apply their learning. A programme of extra-curricular activities extends students experiences further.
- The care and safety of its students is the school's first, and over-riding, priority. It is the bedrock for all progress. Wellbeing is at the heart of school life, applying equally to members of staff and, to students. The fully inclusive nature of the school is achieved through the development of individual learning plans (ILPs) to overcome identified barriers, high quality teaching and effective guidance from senior leaders.

Leadership and management

- All leaders are very effective. Roles and responsibilities are distributed well. Collectively, they know their school thoroughly and their planning for improvement addresses most identified priorities successfully. Improvements are made in partnership with parents and students, and with the support of an excellent governing body. Together, they have created a well-managed and well-staffed, vibrant learning environment, which promotes students' academic and personal growth.

Highlights of the school:

- Excellent leadership and targeted support of the governing body, which has led to improvements in the school's outstanding performance
- High student outcomes in English, mathematics and science, underpinned by very high-quality teaching, assessment and curriculum adaptations
- The outstanding personal and social development of the students
- A very strong focus on wellbeing, providing excellent care, support and security for students
- The commitment, support and involvement of members of staff and parents in their children's inclusive education.

Key recommendations:

- Improve students' achievements in the Arabic language subjects.
- In Arabic and Islamic education by:
 - ensuring teaching practices that are fully focused on the development of linguistic skills and approaches.
- In Arabic, for first language learners by:
 - ensuring teachers explicitly link learning objectives to the Ministry of Education (MoE) curriculum standards, and
 - effectively monitoring students' achievements against the MoE curriculum standards.
- In Arabic for additional language learners by:
 - supporting teachers with the challenge of meeting the needs of a wide range of abilities.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

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

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- The school exceeded its target in the Progress in International Reading Literary Study (PIRLS) targets in 2021, with a score in the high international benchmark category. No Emirati students were eligible to be entered. In national benchmark assessments, the school has maintained the achievement of outstanding in English, mathematics and science over the last two years. Students' progression is also rated as outstanding.

C. Leadership: International and Emirati Achievement	Outstanding
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- Benchmark reports from both national and international assessments are used highly effectively by leaders to adapt the curriculum. Leaders at all levels, work with teachers to monitor the progress of students. They ensure that teachers' lesson plans refer to assessment information in order to plan appropriate activities and maximise progress. However, the school's plans for improvement lack precision.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable

- A range of initiatives have been put into place to create a more positive culture of reading. Steps have been taken to raise standards in reading, such as, a more systematic approach to the teaching of phonics, and the introduction of a graded reading scheme, which allows students to build their skills sequentially. Evidence shows that reading skills are improving although at a modest rate. Gaps have been identified and appropriate interventions put into place. Accurate benchmarking is ensuring that the curriculum has been adapted accordingly.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Raise outcomes in reading assessments even further.
- Construct a National Agenda action plan with clearer timescales and more measurable targets.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes is at an outstanding level.

- A very strong culture of wellbeing exists in the school, through the commitment of the governing board, the principal and senior leaders. Leaders demonstrate dedication through a vision of 'Nurture, Challenge and Excel' which guides practice. Staff are encouraged to innovate to improve the learning and wellbeing opportunities that they offer. Robust and pioneering wellbeing assessment information informs decisions. Leaders review practice and identify ways to improve and further embed wellbeing for the whole school community.
- The wellbeing team listens and is available to assist any member of the school community needing emotional and personal support. Student wellbeing ambassadors initiate activities, listen to the student body and are increasingly influential in enhancing wellbeing provision. New teachers are fully supported at the start of their careers. The school's climate enables students to learn to be positive, respectful and kind. Members of staff describe their very strong sense of belonging to the school.
- The inspirational wellbeing curriculum permeates the school and is exceptionally well-planned. Active learning and wellbeing thrive in very positive and stimulating classroom climates. The wellbeing of all stakeholders is nurtured. Students, in turn, demonstrate high levels of commitment, engagement and resilience as they undertake increasingly challenging tasks. The very broad range of additional activities and with opportunities for individuals to excel in sport and the arts, helps to develop teamwork. Students feel safe and valued at school.

For Development:

- Build even more opportunities for student wellbeing committee members to play an even greater role in the development of student-led wellbeing initiatives.

UAE social studies and Moral Education

- The school delivers moral, social and cultural studies (MSCS) in separate lessons to students from Years 1 to 6. This is implemented through two 40-minute lessons a week. The curriculum is based on the latest MSCS framework. It is sequenced well throughout the school and is closely aligned with the school's wellbeing programme. Students' learning is further enriched through themed days and activity weeks.
- Teaching is of a high quality. Teacher's plan engaging and meaningful, activities for students, which capture their enthusiasm about issues such as, social responsibility and sustainability. Students are assessed regularly, and their achievement is robustly tracked. Student performance is reported, in writing, to parents, twice a year.

Arabic in Early Years

- The school offers Arabic to all children in FS2 and Year 1 for two 40 minutes lessons per week. Native Arabic speaking students have two additional 40-minute lessons each week. The curriculum focuses on a communicative approach, which includes numbers and the alphabet. Three teachers deliver the lessons, with an emphasis on practical and engaging learning. Primary assessment methods are used to evaluate children's achievements.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- Attainment, as seen in lessons and in students' written work, has improved to good and matches the school's evaluation. However, the school does not yet have a system of summative assessments to provide additional data in support of its judgements.
- A majority of students demonstrate sound knowledge and understanding of the Divine Revelation. They can analyse Holy Qur'anic stories, and extract guidance from the Holy Qur'an and Noble Hadith. Students are increasingly capable of discussing current issues, with evidence from their learning. Their recitation skills are improving.
- Further modifications of the curriculum are now providing more opportunities for students to practice and participate in subject-relevant activities. This is helping to extend their range of the memorised Holy Qur'anic Suras. However, weaker Arabic language skills impede some students' progress.

For Development:

- Improve students' abilities to recite the Holy Qur'an and Noble Hadith accurately and fluently.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Evidence from lessons and students' workbooks indicate that progress and attainment are stronger in the lower year groups. Girls' attainment is slightly better than that of the boys.
- Students have strong listening skills, and speak with confidence, using standard Arabic. Progress in the development of oral skills is slowed because of limited opportunities to practice and a lack of challenge. Students read familiar topics well. Independent writing is the least well-developed skill.
- Teachers are keen to promote reading. In the better lessons, they use questioning to promote critical thinking and make effective use of time to develop students' language skills. However, they do not effectively evaluate prior learning to identify and address gaps in students' learning.

For Development:

- Improve language skills through active and purposeful opportunities that effectively build on prior learning.
- Adjust the consistency of teaching to include specific strategies to develop students' language skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Lesson observations and scrutiny of students' workbooks indicate that listening is the strongest language skill. Girls' achievement is slightly higher than boys', particularly in upper year groups.
- Most students can read familiar pre-learnt phrases well. They can engage in appropriate conversations using an increasing range of vocabulary. However, their reading comprehension and independent writing skills are developing more slowly.
- Teachers engage students through a range of activities. In the better lessons, students have opportunities to work together to practice their language skills. However, teachers do not always identify students' starting points. As a result, tasks are not always targeted to meet the wide range of language needs.

For Development:

- Provide more opportunities for students to improve their speaking and reading skills.
- Adapt teaching strategies and modify the curriculum to fill students' gaps in students learning.

ENGLISH

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- The school successfully builds students' speaking skills. Teachers model the effective use of language. Children in FS develop excellent communication skills. Primary students are highly articulate and can explain their learning with clarity, drawing on an extensive range of vocabulary.
- The teaching of reading is precise. In FS, children quickly build a secure knowledge of letters and sounds and can read and write simple words and sentences. In Primary, students eagerly discuss and debate the techniques and language used by authors.
- The development of students' writing skills is carefully planned. Students have many opportunities to write creatively and for a range of purposes. Most groups of students develop a secure knowledge of sentence structure. Older students use their literary skills to realise their writing intentions using a range of writing styles.

For Development:

- Extend strategies to improve outcomes for boys in writing.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Assessment results and work seen in lessons confirm that students' achievement is well above curriculum expectations. Primary students are consistently encouraged to explain and prove their mathematical reasoning, which underpins the excellent development of their problem-solving skills.
- Children in FS2 can recognise a group of up to 10 objects, without having to count them. Lower primary students' double numbers up to ten with confidence. Older primary students solve multi-step mathematical word problems, applying the correct mathematical operations often without the use of many practical resources.
- Mathematics lessons are more relevant and meaningful to students because most mathematical problems are now embedded in everyday contexts. The recent emphasis on mental mathematics activities, and focus on students' accurate use of mathematical vocabulary, is enhancing mathematical fluency.

For Development:

- Increase the use of practical resources in upper Primary to provide an additional way of exploring abstract concepts.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Lesson observations indicate that scientific inquiry is strong in both phases. Benchmark assessments for the last school year reflect what was seen in lessons and workbooks. Students in Years 2 and 3, are more dependent on teacher direction with enquiry-led investigations.
- Students observe science in the wider world, utilising their natural curiosity. In FS, children predict and observe reactions when two substances are mixed. Students in Year 1 can identify the parts of a plant and explain its function. In Year 5, students can investigate which habitat meal worms prefer.
- The accurate use of scientific vocabulary is strong across both phases. Students systematically build their understanding of the scientific method from FS, and by Year 6, they have extensive knowledge and skill. Most are able to hypothesise, test, record measurements, and write scientific reports independently.

For Development:

- Ensure that independent enquiry-based activities are embedded consistently across all year groups.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students' learning skills are carefully nurtured. Children in FS often lead their own learning, especially during their lessons. Primary students readily take the initiative to be responsible for their learning and collaborate exceptionally well with others.
- Since the last inspection, several initiatives have been introduced to promote students' critical thinking skills and independence. These include the use of 'Big Questions' in science, and students' active engagement in 'knowledge harvesting' to inform their topic starting points. Students enthusiastically share their thinking and are articulate communicators.
- Primary students use technology and other learning resources with competence to research and investigate. This is less effective in FS. Students have many opportunities to connect their learning and skills to real life experiences and, other subjects across the curriculum.

For Development:

- Provide more opportunities for children in FS to use technology independently to find things out for themselves.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- All students are well behaved and follow class routines. They demonstrate very positive attitudes towards learning and the school community. They are proud of their achievements and their school. They are aware of their responsibility to both.
- Students have courteous relationships with adults, their teachers and each other. They demonstrate strong levels of self-discipline, which enables them to resolve difficulties with a maturity beyond their years.
- Most students demonstrate a strong understanding of safe and healthy living. They actively engage in initiatives that promote safe and healthy lifestyles for instance, the 'Formula Ethara Competition'. Students are aware of the need for good attendance, are keen to come to school, even when they are unwell.

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

- Children in FS recognise the UAE flag, a number of places of interest such as, the Burj Khalifa and the clothing of Emirati men and women. Students' discussions and artwork reflect their excellent appreciation and understanding of the Islamic values of tolerance, resilience and co-operation.
- Through their life in school, students are building their knowledge of the history of the UAE. They study in learning spaces, named after the UAE's forts. They also learn about the nation's achievements in sustainability and space.
- Through events such as, International Day, students' research the cultures of different countries. Their studies also equip them well with the knowledge of ancient civilisations.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- All students display an exemplary work ethic. Children in FS lead their own learning and share ideas when learning about topics each term. Some students participate in projects to develop their entrepreneurial skills.
- Students actively contribute to the life of the school and wider communities. They volunteer their time to raise money for charity. Students organise events such as, school bake sales and support the contributions of children in FS in making decorations for the event.
- All students demonstrate an exemplary understanding of environmental issues and the importance of sustainability. They understand their responsibility to reduce waste and lead related projects. Students participate in whole school initiatives, such as, 'Nude Food' to reduce the amount of disposable packaging at lunchtime.

For Development:

- Extend the range of extra-curricular opportunities to further promote students' creativity.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Most teachers use their expert educational knowledge to plan purposeful and inspiring learning activities. They know their students well and ensure lessons build seamlessly on prior learning. As a result, students build quickly on what they already know and connect and use new knowledge and skills with confidence.
- Most teacher and student interactions are characterised by skilful questioning, which encourages students to think deeply and critically about their learning. Teachers create vibrant, learning environments and most use a range of strategies to support learning, and to challenge and meet the needs of individual students.
- Improvements this year are a result of additional non-contact time for leaders to model best practice and support peer learning. An emphasis on developing questioning to encourage students' critical thinking skills has been very effective indeed.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Internal assessment processes are consistent and coherent across both phases. Assessment is aligned to the curriculum standards. Leaders benchmark the school against national and international standards well. The progress of individuals and groups and of students are rigorously tracked. Gaps in learning are identified and addressed, through interventions.
- Most teachers use assessment information effectively to inform lesson planning. During lessons, most use this information to adapt their lessons to meet students' needs. This is less well-developed in lower Primary.
- The school's marking and feedback policy is very effective in Year 6 but less consistently applied in other year groups and classes. Consequently, students are not always clear about how to improve their work further.

For Development:

- Ensure that learning objectives and success criteria are clearly identified and shared with students in all lessons.
- Strengthen teachers' marking and feedback to students and ensure that it is consistently applied across all subjects.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum aligns very well with the Early Years Foundation Stage (EYFS) and the NCfE and fulfils the MoE requirements. Teachers in FS ensure that the provision of the statutory framework effectively motivates children by building upon their interests. Cross-curricular links are strong across the school.
- Continuity in learning is robust across the school because skills, knowledge and understanding are developed incrementally. Students are fully equipped for their next stage of learning. For example, comprehensive preparation for students’ transfer to Secondary starts in Year 5.
- Leaders’ regularly review the curriculum in order to improve opportunities. Following COP28, an emphasis on sustainability has been introduced. Students are motivated to avoid waste and creatively demonstrated how to recycle old materials into new outfits which they then modelled during their ‘trashion show’.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Links with the UAE society feature strongly in FS, in MSCS and in Arabic lessons across the Primary phase. However, links are not always clear enough within lessons in all core subjects, particularly in Primary.
- The curriculum is enhanced by a wide and varied range of extra-curricular activities. There are also opportunities for innovation and enterprise. For example, students design and sell products to raise money to buy outdoor equipment.
- Modifications are successfully integrated into the curriculum to meet students’ needs. The recently introduced emphasis on subject specific vocabulary, including reading in every lesson, are having a positive impact on the development of students’ reading skills. Additional enrichment lessons ensure that students fully understand new learning.

For Development:

- Include more explicit and meaningful links with UAE culture and society within the core subjects, especially in Primary.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Children feel safe and secure in school. Robust child protection and safeguarding procedures are reviewed regularly and are thoroughly understood by all members of staff. The supervision of students in school and on school transport is highly effective. A large proportion of the staff members hold first aid qualifications.
- Thorough risk assessments are in place to identify and ensure high levels of safety across the school and on educational visits. Improvements have been made to roads adjacent to the school. Crossings are marked and reduced speed limits have been reduced.
- Medical staff provide high levels of care, and support children’s understanding of healthy lifestyles. Relevant medical information is shared, in confidence, with school staff to ensure students’ wellbeing at all times.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Members of staff establish highly positive relationships with students. The management of behaviour throughout the school is very effective. Attendance is monitored rigorously with strong systems to challenge absence. There is little delay to learning during lesson transitions.
- The school has established very secure systems to identify students of determination. Individual plans are created to establish support and modify the curriculum to suit each student’s learning needs and to maximum their academic and personal progress. Individual learning targets are systematically checked at regular intervals.
- Thorough assessment processes enable staff to identify and enhance provision for students with gifts and talents. The wellbeing leader offers highly effective guidance on welfare and personal development. Senior staff provide advice and guidance with regards to making informed secondary school choices.

For Development:

- Regularly evaluate provision in order to adapt to the changing needs of different groups of students entering the school.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and leaders have an inspiring vision for inclusion. High quality teaching and learning is at the heart of their work, which leads to improving students' personal and academic outcomes. Strategic direction for the department is provided by high quality improvement planning.
- Identification processes are meticulous. Leaders scrutinise a range of assessments using in-school expertise together with external resources. Relevant and purposeful interventions ensure that barriers to learning are addressed.
- Parents describe partnerships with the school as open and communication regular. Trusting relationships ensure that channels of communication are successful, and parents are able to support their children at home.
- Inspirational classroom cultures, together with very skilled learning support, nurtures and allows all students to build their skills of independence, collaboration and persistence. Some bespoke learning pathways are established for students with more complex learning profiles. Detailed modifications closely match individual student's needs.
- Monitoring by leaders is well established. As a result, leaders offer informed advice on improving practice. Inclusion staff have an in-depth knowledge of the progress of each student of determination over time. The school has clear evidence that most students of determination make more than the expected levels of progress during their time in school.

For Development:

- Consider expanding the programme of bespoke learning pathways even further for students with more complex needs

06 LEADERSHIP AND MANAGEMENT

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

- All leaders have a clear, consistent and ambitious view of the school's direction and are committed to UAE priorities. They have a full and up-to-date understanding of best practices. Leaders work closely together to establish an inclusive, purposeful learning environment. There is a very strong emphasis on student and staff wellbeing. Morale is extremely positive. There is a culture of learning, ensuring that an excellent school performance is maintained and extended. The school remains fully compliant.
- All members of the school community contribute to the school's self-evaluation. They draw on a full range of evidence and results are extremely accurate. The school development plan, containing key priorities, includes innovative actions, but they rarely quantify the intended impact on students' outcomes. The system for evaluating teaching records the strengths and areas for development, without explicit reference to progress that is made in the lesson. Nevertheless, the school is very successful in building on its previous high performance.
- Parents are very positive about the school. They are enabled to lead an active life in the school, supporting their own children and school events. The school's liaison officer and the class representative system are key to this. Parents are well-informed about their children's achievements through the consultation meetings, the open classrooms and regular reports, which summarise all that has previously been shared. Parents said that their children are involved in the local community through sports and charitable events.
- The governing body includes representatives of all school stakeholders. Each governor has a focus area and makes regular visits to the school. They take opportunities to meet with parents and students. Governors gain comprehensive information about school performance and effectively challenge and hold school leaders to account for student outcomes, and progress with the school improvement plan. As a result, the governing body is in an excellent position to target resources towards even further improvements.
- The management of the school is extremely effective. Timetabling enables teachers to collaborate on planning and the sharing of expertise. Teachers are carefully recruited, well-qualified and systematically inducted. Succession planning is evident. The premises at both sites are equally attractive and conducive to high-quality learning. Movement for staff and students, is carefully organised. The facilities are positively influenced by the needs of students. Resources for learning are of high quality and are plentiful.

For Development:

- Include the measured impact of initiatives on student performance in the school's self-evaluation and action planning.
- Analyse the outcomes of learning observations in the context of the progress students have made in the lessons.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement.
- other external reports or sources of information that comment on the work of the school.
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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