



**المعرفة**  
Knowledge



## SOUTH VIEW SCHOOL L.L.C

### UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

# CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Land
	Opening year of school	2018
	Website	southviewschool.com/
	Telephone	97145897904.
	Principal	Reuben David Flint
	Principal - date appointed	2/1/2021
	Language of instruction	English
	Inspection dates	29 to 02 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 12
	Number of students on roll	1195
	Number of Emirati students	11
	Number of students of determination	92
	Largest nationality group of students	Arabic



TEACHERS

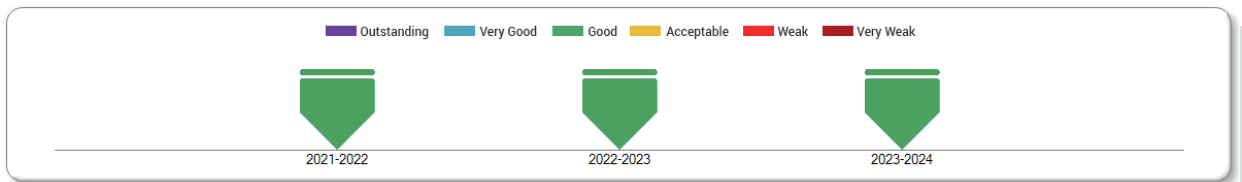
	Number of teachers	103
	Largest nationality group of teachers	British
	Number of teaching assistants	32
	Number of guidance counsellors	0



CURRICULUM

	Curriculum	UK
	External Curriculum Examinations	IGCSE
	Accreditation	UK

### School Journey for SOUTH VIEW SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students' Outcomes

- Children in the Foundation Stage (FS) show very good levels of progress and good attainment. Primary students' outcomes are stronger than those in the upper phases. There is improved achievement in the Ministry of Education (MoE) subjects, and progress in Primary is now good. Students' progress in Arabic, as an additional language, is now acceptable. In English, attainment in Secondary is acceptable, but very good in Primary. In mathematics and science students' achievement is the same as last year.
- Students across all levels exhibit excellent behaviour and attitudes and foster strong relationships with their teachers and each other. They display a good understanding of Islamic values and cultural diversity in the UAE, although their knowledge of other cultures is less secure. Students demonstrate a strong sense of community responsibility. There is a positive work ethic, with students involved in innovative projects. Sustainability awareness is strong. Initiatives for Post-16 students are limited.

### Provision For learners

- Teaching is strongest in FS, where teachers understand early childhood learning well. Across other phases, most teachers display secure subject knowledge, facilitating successful teaching and the effective use of questioning. While lesson planning is generally successful, there is occasional over-direction by teachers which hinders opportunities for independent learning. Assessment practices vary, particularly in aligning internal and external assessments. Constructive feedback on students' written work is inconsistent.
- The National Curriculum of England (NCfE) is firmly established across all phases. It provides some subject choices and vocational pathways in Secondary and Post-16. The curriculum ensures continuity and progression and supports students effectively. Meaningful cross-curricular links are strong, particularly in FS. Curriculum modifications have had some success but have not yet fully impacted on students' achievement.
- Child protection is one of the key strengths of the school. The school prioritises safety with rigorous safeguarding policies and a trained team. Thorough safety checks, robust transport supervision, and swift responses to issues contribute to a secure environment. Rigorous systems address the needs of students of determination. Interventions, career guidance, and provision for students learning English, as an additional language, enhance students' personal and academic development.

### Leadership and management

- Led by the principal, the school sets a strategic vision for improving student outcomes, their wellbeing, and inclusion. Leadership capacity is evolving, especially in the upper phases. The school's self-evaluation process is systematic but lacks accuracy and quantifiable targets in the improvement plans. Governance is inclusive, but their contributions to the school's self-evaluation is narrow. Well-managed by the principal, the school invests in facilities and staff development. Some recommendations from the previous inspection have been addressed.

### Highlights of the school:

- The progress of children in FS as a result of high-quality teaching, learning and assessment
- Students' strong personal development
- The protection, care, guidance and support of students
- The management of staffing, facilities and resources

### Key recommendations:








- Provide high-quality teaching for effective learning across all subject areas and phases, but particularly in the upper two phases.
- Make effective use of the assessment information to implement lessons that challenge and support all groups of students.
- Enhance leaders' capacity and skills further so that they are able to address potential barriers associated with the school's demographic intake.
- Improve the school's self-evaluation and improvement planning by incorporating quantifiable targets that can be regularly reviewed and amended to secure sustainable higher student outcomes.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Good	Acceptable ↑	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Very good ↑	Acceptable	Not applicable
	Progress	Very good	Very good	Good	Not applicable
 Mathematics	Attainment	Good	Good	Good	Not applicable
	Progress	Very good	Very good	Good	Not applicable
 Science	Attainment	Good	Good	Good	Not applicable
	Progress	↑ Very good	Good	Good	Not applicable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↑	Good	Good	Acceptable



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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good	Good

## 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good	Acceptable
Assessment	Very good	Good	Good	Good

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Good	Good
Curriculum adaptation	Very good	Very good	Good	Good

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

## 06 LEADERSHIP AND MANAGEMENT

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

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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
-------------------------------------	------------------

	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Very good</b>	<b>Weak</b>

- The Progress in International Reading Study (PIRLS) results show a very good level of improvement over the last five years. The score achieved was 25 points higher than the target that had been set for the school following the previous PIRLS assessment.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
---	-------------

- Leaders use assessment outcomes to identify gaps in students' knowledge and skills which in turn informs planning for teaching and adaptation of the curriculum. In most subjects, lessons are planned to meet the full range of abilities in the class. However, the planning for lessons is not always translated into effective teaching to meet the needs of all groups of students. The National Agenda action is in place but lacks clarity.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- The school's use of the outcomes of reading literacy assessments to inform future practice and, along with other literacy initiatives, lead to a majority of students making at least expected progress in their reading literacy. The school fosters a strong reading culture in most curriculum areas. The individual Emirati profile helps to keep a focus on their attainment and progress across a range of subject areas.

**Overall school standards in the National Agenda Parameter are good**

#### For Development:

- Ensure that the National Agenda action plan is focused on raising students' achievement and has clear and measurable targets.
- Introduce strategies to ensure that all groups of students are fully involved in the life of the school and achieve as well as they can.



## Wellbeing



KHDA has placed wellbeing 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 outcome is at a very good level**

- The school's vision focuses strongly on integrating wellbeing into its ethos and culture. The highly skilled leadership team consistently reviews wellbeing, resulting in the highly effective promotion and development of policies and practices. The collection of data, which includes feedback from stakeholders, and regular monitoring is the basis for very successful provision. Overall, the school's commitment to wellbeing is having a very positive influence on the whole school community.
- Stakeholder involvement is strong, and the school is highly successful in engaging with and increasingly supporting the wellbeing of students and staff. The specialist team provides very high levels of individual care, guidance and support. Parents praise the school for the manner in which it assists and supports their children. A wide range of wellbeing roles, undertaken by students from all levels, plays a very important role in developing the wellbeing agenda throughout the school.
- Members of staff implement a whole-school approach to the promotion and development of wellbeing to cater for an increasingly diverse range of needs. In-class activities, together with opportunities to engage in a wide variety of interesting extra-curricular activities, are key to enhancing the development of students' social skills, their emotional intelligence, self-regulation and resilience. Students exhibit positive attitudes to each other and their teachers. They state that they feel cherished in their school.

### **For Development:**

- Consider increasing the intervals at which all members of staff have opportunities to participate in wellbeing data-gathering exercises so that effective steps can be taken to respond to any emerging issues.

## UAE social studies and Moral Education

- The school follows the UAE Moral, Social, and Cultural Studies (MSCS) framework. Students in Primary have two 45-minute lessons per week plus learning integrated into topics. In Secondary and Post-16 students have two lessons of 55 minutes per week and further learning integrated into the humanities subjects. All lessons are taught in English.
- Subject leaders have developed a coherent curriculum that is appropriately balanced and features the UAE's history, geography, economy, and global perspectives. Guest speakers, focused field trips, school community activities and after school activities, further enhance the curriculum. Teachers plan thoughtful lessons that are interesting and engage students well. Regular assessments are moderated, and student outcomes are carefully tracked and reported to parents.

## Arabic in Early Years

- Children learn combined Arabic for 40 minutes per week. The curriculum prioritises language skills, encompassing listening, speaking, reading, and writing. Starting with the Arabic alphabet, children progress to forming words and sentences, emphasising communication through interactive activities. Numeracy skills in Arabic are introduced, supporting an interdisciplinary approach. The curriculum employs hands-on activities, multi-media resources, and collaborative learning to engage the children. Assessment strategies focus on language acquisition and foundational skills, utilising formative methods, observations, and portfolios. Teachers provide continuous feedback in a supportive environment. Teaching strategies include interactive methods, multi-sensory approaches, technology and integration.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good ↑	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Acceptable	Acceptable

- The school's internal assessments show that students' attainment is close to the curriculum expectations. Lesson observations show that students' attainment and progress in Primary are now above expectations.
- Students in Primary understand the Pillars of Islam and know the biography of the Prophet (PBUH). Their Tajweed skills are less secure. In other phases, students have an adequate understanding of Islamic values, Sunnah and Fiqh, and basic recitation skills of the Holy Qur'an and Tajweed.
- Since the last inspection, the school has put in place strategies into place to improve students' learning, but this has yet to show an impact.

#### For Development:

- Ensure that students reference their answers with evidence from the Holy Qur'an and Sunnah.
- Improve students' recitation skills of the Holy Qur'an and Tajweed.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Students' reading comprehension skills align with the curriculum standards in all phases. Teachers' questioning enables students to progress steadily, especially in developing their vocabulary in Primary, but with less impact on their writing and speaking skills.
- Primary students can compare different stories and suggest endings by applying an adequate knowledge of the rules of grammar. Students in Secondary and Post-16 engage in discussions about the impact of writing styles in stories although their answers are usually too short and simple.
- Intervention initiatives, such as, weekly spelling, reading, and writing tasks, have impacted positively on student outcomes, particularly in Primary. Gaps in independent speaking and writing at Secondary and Post-16 remain although the department has started to address the gaps for lower-achiever students.

**For Development:**

- Enable all students to extend their speaking and writing skills using standard Arabic.
- Provide all groups of students, especially those in Secondary and Post-16, with additional support to address their gaps in knowledge and language skills.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
Progress	Not applicable	Good	Acceptable ↑	Not applicable

- Students' Arabic comprehension skills are strong in Primary and now more secure in Secondary. The effective use of internal assessment data and the grouping system of students is supporting the development of richer vocabulary and stronger progress. Writing and speaking skills are stronger in Primary.
- Primary students can use adjectives and conjunctions to expand their sentences. In Secondary, students can extract information from a selected text. In the better lessons, students utilise their prior knowledge and demonstrate a higher level of proficiency in writing and speaking.
- The structure of lessons, according to students' years of learning Arabic, is impacting positively on students' acquisition of language, especially for the beginners. However, it challenges students with fewer years of studying Arabic in Secondary. There are no differences in achievement between girls and boys.

**For Development:**

- Improve the structure and support for students in Secondary so that they can make faster progress in language acquisition.
- Enable students in all lessons to build on their prior knowledge and use their existing vocabulary, to expand their speaking and writing in Arabic.

## ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good ↑	Acceptable	Not applicable
Progress	Very good	Very good	Good	Not applicable

- In FS, children’s communication skills develop quickly. Throughout Primary rapid progress continues. Attainment in IGCSE English Language exceeds expectations and in English Literature it meets expectations. In Secondary, external benchmark assessment outcomes vary with some year groups attaining below curriculum expectations.
- Most students are confident communicators and use an increasing range of vocabulary. Writing skills are a current focus for improvement and progress is evident in students’ ability to write at greater length. Drafting and editing skills are not yet used consistently to ensure correct spelling, punctuation, and grammar.
- Across the school reading for pleasure is being strongly promoted. The structured phonics scheme used in FS and lower primary has been extended into upper primary. The embedding of reading and writing initiatives are supporting improvements in attainment in Primary.

**For Development:**

- Improve external assessment outcomes, especially in Secondary.
- Encourage students to draft and edit their own writing with greater care, particularly with regards to spelling, punctuation, and grammar.

## MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Not applicable
Progress	Very good	Very good	Good	Not applicable

- In the first three phases, a majority of children attain above expectations. In FS, the large majority of children make better than expected progress from their starting points. Students’ progress is stronger in Primary than Secondary. Not all teachers use the outcomes of assessment to plan for further learning.
- By the end of FS, children rapidly develop a knowledge of number, shape and measurement. Primary, competently applying a wider range of skills, including fractions and decimals. Older students show more advanced mathematical skills in, for example, trigonometry, quadratic fractions and graphs.
- Recently, the school has increased opportunities for students to challenge themselves and practice their mathematics, beyond the classroom, including, for example, a problem-solving club. These initiatives have not yet had an impact on their achievement.

**For Development:**

- Ensure that the analysis of mathematics assessment outcomes is consistently used by teachers to improve teaching and learning.

**SCIENCE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good	Good	Good	Not applicable
<b>Progress</b>	Very good ↑	Good	Good	Not applicable

- Internal and external assessment data indicate that students’ achievement is very strong in FS and Primary, but less so Secondary. In lessons and students’ recent work students’ achievement is above the expected levels. Progress in FS is stronger.
- Students’ scientific skills are developed progressively. They display a clear understanding of the scientific method and engage in appropriate investigations to test hypotheses, especially in Primary. However, these skills are more variable in Secondary where the application of science to technology is more restricted.
- Since the last inspection, the school has improved the challenge in learning activities for children and students, but this has not yet fully impacted on learning outcomes. Despite interventions, students’ use of scientific language remains a challenge in Primary and independent investigations are limited in FS.

**For Development:**

- Increase the application of science to technology in Secondary.
- Improve the use of scientific language in Primary and provide more opportunities for independent investigations in FS.

**LEARNING SKILLS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Very good ↑	Good	Good	Acceptable

- Students enjoy learning, with children in FS particularly eager to learn. They show high levels of enjoyment especially for practical activities. Across the school most students make effective connections between different subjects, and increasingly link their learning to the wider world.
- Opportunities for investigative work are frequent. Collaboration skills continue to improve. Young children operate programmable toys and older students use devices to access different platforms and programmes. The range of technologies used, and their application remain relatively narrow.
- Learning skills have improved in FS. Across the school students make more choices and increasingly engage in critical thinking, notably in English. Opportunities for independent learning and research remain restricted.

**For Development:**

- Provide more opportunities for independent learning.
- Support students in using a wider range of technologies and more frequent age-appropriate digital research.



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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Very good	Very good ↑	Very good ↑	Very good

- Throughout the school students behave extremely well and have positive attitude towards learning. Teachers in all phases create a learning environment that allows students to feel valued and respected.
- Teachers and other staff have cordial relationship with students, and which are built on mutual trust and regard. Students are thoughtful and appreciate all of their classmates regardless of their religion and culture and embrace the ethos of the school.
- Most students adhere to the school's policy in trying to develop healthy lifestyle. They are supported in doing so by the physical education department and medical staff. Students' attendance is good, and they arrive to school and their lessons on time.

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- Students in all phases show an appreciation of the role and values of Islam in UAE society. They consider that the harmony that exists between different cultures and society plays a major role in people enjoying life in the country.
- Members of staff and students show considerable respect for the heritage and culture of the UAE. The different events that the school organises throughout the year, enables all parties to have a better understanding of the diversity that exists in the UAE.
- Students show an awareness of their own and other cultures in the school. Various annual events such as, National and International days are beginning to help students gain a clearer understanding of wider world cultures.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Very good ↑	Very good	Very good ↑	Good

- In FS, Primary and Secondary students have a very strong sense of community responsibility. They have many roles they can undertake, such as student counsellors and wellbeing ambassadors. They volunteer to support issues locally and sometimes globally. Post-16 students have fewer responsible roles within and outside of school.
- Most students have a very positive work ethic. They enjoy innovative and enterprising activities, including making and selling products. Secondary students have established a stationery shop as part of their initiatives. There are insufficient opportunities for students to be enterprising, particularly in Post-16.
- From FS onwards, students have a very good understanding of environmental matters. Children know about deforestation through their 'Earth Savers' topic. Other students undertake weekly litter-picking locally and older students visited Cop28. All are aware of the need to save energy.

### For Development:

- Improve further students' knowledge of Islamic values, Emirati heritage and culture and other world cultures.
- Ensure Post-16 students have more opportunities to take up socially responsible roles in the school and wider community.
- Encourage more students to initiate their own enterprising and entrepreneurial projects.

### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↑	Good	Good	Acceptable

- Teaching is most effective in FS where teachers have a strong understanding of how children learn. Across phases and subjects most teachers demonstrate secure subject knowledge. This enables them to teach accurately and use questioning effectively to promote students' understanding.
- Lesson planning is effective, with clear learning objectives. Personalisation of learning is evident in teachers' planning and materialises in the majority lessons. Most teachers use time and resources effectively. Occasionally, introductory activities in lessons take too long and teachers' over-direction of learning limits students independent learning.
- Although the quality of teaching has improved in FS, it remains variable across the rest of the school. Higher achieving students have more opportunities to work at their own pace but challenge for them continues to be uneven.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good ↑	Good	Good	Good

- In FS, assessment information is used very effectively to inform teaching and the planning of the curriculum. In Primary and Secondary, internal and external assessment arrangements are securely in place. However, there is not always sufficient alignment between them.
- The school benchmarks students' academic outcomes in English, mathematics and science against external national and international expectations. It does not yet do so for Arabic. There is considerable variation in the quality of teachers' marking of students' written work.
- Leaders throughout the school make detailed analyses of data and the production of information on students' performance for teachers. However, this information is not being used as well as it could be in Primary and Secondary, to ensure that the needs of all student groups are met.

#### For Development:

- Ensure sufficient challenge in learning activities, especially for higher achieving students.
- Increase consistency in the delivery of assessment-informed planning to improve the quality of teaching.
- Undertake the benchmarking of students' assessment outcomes in Arabic against national and international expectations.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Very good	Very good	Good	Good

- The NCfE is well established in all phases. In Secondary and the developing Post-16 phase, the curriculum has been extended to give older students a range of additional subject choices as well as access to vocational options.
- Scheduled meetings between phase leaders ensure that continuity and progression is positive with minimal gaps in learning. The various curriculum pathways successfully enable students to work and progress at an appropriately challenging level. Post-16 subject choices and support structures are to be increased.
- Meaningful cross-curricular links have been devised and are particularly strong in FS lessons where the 'Earth Savers' sustainability initiative is now established. Curriculum review is regular and supported by accurate data but has not yet led to improved provision in all subjects.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Very good	Very good	Good	Good

- Modifications of the curriculum are successful, for instance, the approach to phonics teaching in FS and Primary, adjustments to reading materials for boys and the additional support for older students. However, modifications have not yet fully impacted on the achievement of all groups of students, especially in Secondary.
- The curriculum offers expanding opportunities for students to engage in extra-curricular activities including, the 'Rising Star Award' and a wide range of sporting activities. Innovative Science, Technology, Engineering, Art and Mathematics (STEAM) initiatives and international links enhance learning.
- The school offers coherent learning experiences to help students develop a broad understanding of the UAE's culture and society which is well embedded especially in Arabic lessons but less so in FS. The evaluation of cultural trips ensures positive learning experiences.

### For Development:

- Ensure that reviews of the curriculum use all available information and are focused on delivering effective provision in all subjects.
- Ensure that the planned modifications to the curriculum, are implemented effectively across the school but especially in the upper phases.

**05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Safeguarding and child protection are high priorities in the school. The safeguarding team ensures that any concerns identified by staff, students or parents are dealt with expeditiously. Students are fully aware of who they can talk to, so they feel safe. Bullying, including cyber-bullying is rare.
- The site provides a fully accessible environment. Thorough maintenance checks are undertaken ensuring buildings are kept safe and very hygienic. Any issues raised are dealt with promptly. This includes addressing the outdoor seating issue noted at the last inspection.
- Medical personnel provide very good levels of care and advice. An awareness of healthy lifestyles is promoted with high levels of training provided for staff, including for mental wellbeing.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Very good ↑	Very good ↑	Very good ↑	Very good

- Members of staff promote purposeful relationships with students which cultivate a calm and supportive atmosphere for learning. The school is successful in encouraging positive student behaviour and its approach to promoting attendance and punctuality is very effective.
- Rigorous systems to identify the needs students of determination have been developed ensuring the timely creation of focused individual education plans (IEPs). The implementation of these plans, through specific interventions, generally ensures that most students achieve appropriate gains personally and academically.
- The careful monitoring of students' wellbeing and personal development results in a variety of thoughtful initiatives. Career guidance, provision for those with gifts and talents and support for students for whom English, is not their first language, are features in enhancing students' personal and academic growth.

**For Development:**

- Ensure that high quality support from all members of staff enables almost all students to make their best personal and academic progress.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- Leaders promote a strong commitment to inclusion in the school. The dedicated inclusion team are held accountable for the implementation of a supportive inclusion policy which consistently directs positive, provision and student outcomes.
- Well-developed assessment procedures carefully consider barriers to learning and strongly inform specific assessments and modifications for further planning. Comprehensive knowledge of students' needs is helping to support the team and class teachers to improve students' learning and their outcomes.
- The school systematically develops strong communication links with parents of students of determination. Parents state that they are well-informed and express positive opinions about the school. The school is responsive to the varying challenges experienced by students and their families and provides the appropriate support.
- Supportive classroom environments are evident across the school. Teachers are committed to meeting students' individual needs. In the better lessons, thoughtful differentiation provides engagement, interesting learning activities and appropriate levels of challenge.
- Assessment procedures developed by the inclusion team measure student starting points accurately and inform the setting of challenging targets. Students acquire a range of knowledge and skills and, in lessons a majority generally make better than expected levels of progress.

#### For Development:

- Increase the consistency of differentiated teaching to ensure greater alignment between learning targets and leaning activities so that students of determination achieve their full potential.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Good
<b>School self-evaluation and improvement planning</b>	Good
<b>Parents and the community</b>	Good
<b>Governance</b>	Very good
<b>Management, staffing, facilities and resources</b>	Very good

- Led by the principal, leaders at all levels establish a strategic direction and shared vision for student outcomes, wellbeing, and inclusion. While most leaders understand the curriculum, there is variability in the leadership skills of middle leaders. Professional relationships and distributive leadership foster a positive school culture. Leadership capacity is evolving, especially in the upper phases, to ensure sustained improvement in student outcomes.
- There is a systematic process for the school's self-evaluation using internal and external data, but it is not sufficiently accurate and rigorous. Overall, the school knows its strengths and areas for improvement through the continuous monitoring of teaching and learning. Key priorities are identified and analysed, with adequate focus on students' achievement. However, the school's improvement plans do not have quantifiable targets for regular reviews. Some recommendations from the previous inspection report have been addressed.
- The school effectively involves all parents in their children's learning. Various communication channels, including social media, enable regular parental updates for parents on their children's learning. However, the representation and scope of the Friends of South View Parents' Committee are limited. Parents value the weekly newsletter and termly academic reports in the lower two phases. The school's partnerships locally, nationally, and internationally contribute to enhancing students' cultural awareness.
- The school's governance is inclusive of most stakeholders. The members of the board, along with the school's owner, value stakeholder input by utilising annual questionnaires distributed to members of staff, students, and parents. The academic committee ensures systematic monitoring and accountability of senior staff for the school's performance. However, members make limited contributions to the school's self-evaluation process and improvement planning. The board financially supports investments including the recruitment of suitably qualified staff.
- The school is efficiently run by the principal and his team. The procedures are well known to staff and students, with effective deployment of teachers and teaching assistants to support students' achievement. Teachers are qualified and access continuous professional development programmes. Recent upgrades in the facilities, such as, the Post-16 Centre, Wellbeing Hub, STEAM Laboratory, and Learning Garden in FS, create an environment conducive for learning. However, there is a limited number of Arabic books in the library.

### For Development:

- Improve the leadership skills of middle leaders, especially in the senior phases, so that they can support improvement in their areas of responsibility.
- Ensure the self-evaluation is accurate and provides a reliable base for improvement planning.





## 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](mailto:QA.Schools@khda.gov.ae)