



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

SMART VISION SCHOOL

UK

GOOD

SMART VISION SCHOOL UK

Inspection Dates
29 - 02 February 2024

Principal
Rachael Wilding

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

461 Students

62 Emirati Students

55 Students of Determination

39 Teachers

28 Teaching Assistants

3 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

GOOD

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Children's progress in Foundation Stage, particularly in English and mathematics and their social responsibility and innovation skills
- Students' personal development across the school
- The strong relationship with parents
- The health and safety of the children in the school

POINTS TO IMPROVE

- Improve students' outcomes in Arabic and Islamic education
- Develop students' independence, self-reliance and communication skills
- Empower middle leaders to effectively lead teaching and learning in their departments and hold them accountable
- Adopt more robust procedures in self-assessing the performance of the school to ensure a realistic view of students' outcomes

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**



Staff across the school are deeply committed to fostering well-being. Through ongoing reviews, the school develops clear and effective policies. Well-being data is meticulously gathered and evaluated from both formal and informal sources. Staff, students, and parents are all engaged in the evolution of well-being initiatives, with their insights informing strategic planning. Parents are kept well-informed about the support services on offer, and students are well-versed in how to access help, aware of referral processes, and assured of the high quality of support available.

STUDENTS' ACHIEVEMENTS

Across the school, students' achievements in mathematics, English, and science are good. Children in Foundation Stage make better progress in English and mathematics. In Islamic Education and Arabic, students' achievements are acceptable. Students' personal and social development is strong across the school. Students have sustained their learning skills at good.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: GOOD, VERY GOOD	FOUNDATION STAGE: GOOD, VERY GOOD	FOUNDATION STAGE: GOOD, GOOD
PRIMARY: GOOD, GOOD	PRIMARY: GOOD, GOOD	PRIMARY: GOOD, GOOD
ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE, NOT APPLICABLE
PRIMARY: ACCEPTABLE, ACCEPTABLE	PRIMARY: ACCEPTABLE, ACCEPTABLE	PRIMARY: ACCEPTABLE, ACCEPTABLE
LEARNING SKILLS		
FOUNDATION STAGE: GOOD		
PRIMARY: GOOD		

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students have positive and responsible attitudes. They work well together in and out of classes. Students are courteous to each other and fully immersed in the inclusive culture of the school and reflect in their actions its ethos. Students are knowledgeable and appreciative of the heritage and culture that identify and influence contemporary life in the UAE. Students are knowledgeable about environmental issues and the importance of sustainability.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: VERY GOOD
PRIMARY: VERY GOOD	PRIMARY: GOOD	PRIMARY: GOOD

PROVISION FOR LEARNERS

Teachers across the school demonstrate strong subject knowledge and effective teaching strategies. In Foundation Stage, teachers employ active play-based learning effectively. The school's assessment processes are generally well-informed and consistent across all subjects and are linked to the defined curriculum standards in both phases. Information from internal and external assessments enables school leaders to track students' progress and provides with a realistic overview of the students' performance.

The curriculum is fully compliant and effectively aims to develop both knowledge and skills across subjects. Age-appropriate activities are implemented well and students enjoy their learning. Planned cross-curricular connections facilitate the transfer of learning across subjects, particularly in Foundation Stage and Arabic. Students benefit from a range of extra-curricular activities which enhance their overall learning experience. Project based learning, enterprise day and the science fair provides opportunities for innovation and creativity.

The school has effective policies, systems and practices to ensure safe-guarding and child protection. Staff receive comprehensive training to recognise signs of abuse, enabling them to intervene effectively when necessary. School premises and facilities are very well maintained and safety-checked; this is all documented. Good behaviour permeates all areas of the school. The school's approach to promoting high levels of attendance is successful, but too many students arrive late for school in the mornings.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: GOOD	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: GOOD
PRIMARY: GOOD	PRIMARY: GOOD	PRIMARY: GOOD
CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: GOOD
PRIMARY: GOOD	PRIMARY: VERY GOOD	PRIMARY: GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

The school leaders demonstrate a strong commitment to an inclusive ethos. The premises and resources such as the library and specialist software programmes, offer effective support for students' learning and enable them to progress steadily from effective starting points. Rigorous identification procedures produce accurate analyses of the range of students' needs. Parents are able to attend training sessions with school staff and share planning, so that there is efficient continuity between school and home.



LEADERSHIP AND MANAGEMENT

The principal, with the support of the senior leaders, foster a shared vision of inclusion and well-being throughout the school, and a commitment to the UAE national priorities. Most leaders exhibit sound knowledge of the curriculum and effective teaching practices. The school employs a systematic self-evaluation process using both internal and external data. Parents understand and fully respect the inclusive culture of the school and are effectively involved in the learning experience of their children. The board actively supports staffing and resourcing. Most aspects of the school are effectively managed.

THE EFFECTIVENESS OF LEADERSHIP	GOOD
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	GOOD
PARENTS AND THE COMMUNITY	VERY GOOD
GOVERNANCE	GOOD
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	GOOD



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