

South View School Dubai

British Schools Overseas Inspection Report

Inspection Dates: 11 to 14 March 2024

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Age Group: 3 to 18

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (BSO) accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England. It clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.

4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school.
9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and carers and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

South View School (SVS) caters for pupils from over 80 nationalities who predominantly reside in the Dubailand and Dubai South areas of Dubai. SVS is part of the Interstar Education Group that operates several schools in the UAE. Its vision is for SVS to be: 'A

leading British curriculum school offering the highest quality education at a competitive price in an innovative and inclusive learning community’.

SVS opened in 2018, with 180 pupils aged three to 12 years. The school now has 1,216 pupils from the foundation stage to Year 12. It continues to expand, with enrolment for September 2024 currently at 1,271. The school is comparable in size to other international schools in the UAE. As the school has grown, leaders have developed provision in key stages 4 and 5, and enhanced the curriculum for pupils with special educational needs and disabilities (SEND) and for those who are English language learners (ELL).

Most pupils speak English as an additional language (EAL) and around 6% are ELL. The school has a dedicated well-being hub to support pupils’ mental health and well-being. There are 68 pupils identified with SEND. SVS caters for several pupils with restricted mobility. SVS is fully accessible by wheelchair.

The school offers the National Curriculum for England, IGCSE and A levels in addition to BTEC and the Award Scheme Development and Accreditation Network (ASDAN) qualifications. Children in the early years follow the early years foundation stage (EYFS) curriculum. The aspirational destinations for pupils at SVS for their higher education are mostly the UAE, UK and North America.

Staff have been predominantly trained in the UK or the Republic of Ireland. The majority have had international school experience, delivering the National Curriculum for England before joining SVS.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks’ notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

As the school was operating a shortened day due to Ramadan, inspectors conducted learning walks as well as longer lesson observations. Inspectors visited 59 lessons, 14 of which were jointly visited by an inspector and a senior member of staff. There were no enrichment or extra-curricular activities during the inspection week but inspectors saw evidence of the range of the school’s provision. There were 25 meetings with leaders, teachers, pupils, parents and members of the school’s governing board. Inspectors scrutinised pupils’ work. They analysed a wide range of documents relating to assessment, policies and strategic plans. They inspected the school’s safeguarding

arrangements. Inspectors considered the views of 203 parents and 84 staff that were expressed in the BSO surveys, which were sent to parents and staff just prior to the inspection.

Evaluation of the school

South View School Dubai is a good school and provides a good quality of education for pupils from three to 18 years. Some aspects of the school's work are outstanding.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Pupils' attainment and progress in **English** are good across the school. Pupils with SEND and those who are learning English make good progress alongside their peers, as a result of inclusive class teaching and additional personalised support. Girls make slightly better progress in reading and writing across the school, but gaps are closing as a result of effective intervention and the introduction of motivating activities, such as the 'reading buddy' scheme.

There is some variation in pupils' progress and attainment between year groups. In the early years, where there are rich learning experiences, children make rapid progress from their starting points. The effective focus on language development supports children's learning in all areas. By the end of Reception, most children achieve the standards in literacy, and communication and language that are typical for their age and a majority exceed the expectations for their age. Pupils' achievement in the Year 1 phonics screening check has risen significantly following the introduction of a well implemented phonics teaching programme. It is now well above the England average. In key stage 2, pupils make good progress in each year group. Progress is particularly strong in Year 6, where teaching is highly effective. At the end of Year 6, the proportions of pupils attaining and exceeding standards typical for their age are above England averages. Year 6 pupils write in a range of genres and read widely for different purposes. Their writing is well structured and they use varied language features and ambitious vocabulary to good effect.

Pupils continue to make good progress across key stage 3. Typically, around one fifth of pupils join the school in Year 7 and they make good progress from their starting

points. The first cohort to take IGCSEs in 2023 attained above the England average for GCSE English language. Pupils' attainment was similar to the international average for the IGCSE English language paper they took, at grades 4 and above. A few pupils achieved the higher grades of 9 to 7. This was the school's first Year 11 cohort and it was small, with 16 pupils. In the current Year 11, pupils show good understanding of the texts they are studying for the school's first entries for IGCSE English literature, alongside a language paper. They analyse literary features such as pathetic fallacy, sibilance, caesura and the impact of emotive language in poetry.

Attainment and progress in **mathematics** are good. All groups of pupils, including those with SEND and EAL, make similar rates of progress from their starting points.

In the early years, the school has a wealth of resources that support children to learn through play-based activities. This, along with effective teaching, ensures that most children make very good progress. By the end of reception, children have a secure understanding of addition and subtraction up to 10, and they can recognise patterns in numbers. As a result, children are well prepared for the transition to the next stage of their education.

As pupils advance through the primary school, they consolidate their understanding of mathematical concepts and most of them continue to make good progress. For instance, in Year 3 pupils learn about capacity and volume and demonstrate their understanding of the terms full, half full, and empty by accurately pouring liquids into measuring containers. Where learning is linked to real-life examples in other curricular areas, pupils improve their understanding. For example, Year 5 pupils were able to solve a 'Viking whodunit mystery' by measuring the perimeter of different 2-dimensional shapes enthusiastically. Most pupils successfully completed more challenging tasks and were able to decompose shapes to calculate the area of irregular polygons.

In the secondary school, pupils continue to make good progress. The school has been expanding and in 2023, pupils participated in IGCSE examinations for the first time. The small group of pupils who took the examinations achieved grades which were above the England average in GCSE and broadly in line with international averages for IGCSE. A few pupils achieved the higher grades of 9 to 7. In the current Year 11, pupils demonstrate good understanding of Pythagoras' theorem and calculate angles using trigonometrical formulae.

In **science**, attainment and progress are good for all groups of learners from their individual starting points across the school. Most pupils attain above the England average by the end of each key stage.

Children in the early years make rapid progress in their understanding of the natural world. Children quickly gain skills in science, for example, identifying similarities, differences, patterns and changes in nature. Children were able to identify differences between trees which grow in the UAE and those native to the UK. Children can successfully apply numerical skills to estimate height; for example, using cubes to find the tallest tree in a picture.

In primary science classes, most pupils make at least good progress from their starting points, due to teachers' detailed planning which has a strong emphasis on individual challenge. In Year 1, pupils carefully carried out an experiment to test the waterproof properties of a range of materials in their quest to design an umbrella for King Charles III. Older primary pupils learn how to plan a well-conducted experiment in the primary laboratory. In Year 6, pupils could predict changes in colour before shining light through different coloured filters.

Secondary pupils make good progress. In Year 11 biology, for example, pupils applied their mathematical and scientific knowledge to create graphs of predators and prey and draw a food chain. In Year 10 chemistry, pupils designed experiments to test for ions. By the end of key stage 4, the first pupils at SVS to take IGCSE in 2023 achieved results that were above England averages. Their performance was similar to international averages at grades 4 and above. A few pupils attained the higher grades of 9 to 7.

Other subjects

Pupils make good progress and achieve well in a broad range of other subjects. Children in the foundation stage make strong progress in all areas of learning. In primary, pupils make good progress across a broad curriculum. They benefit from specialist teaching in music, science, Arabic, Spanish, French, computing, physical education (PE) and art. Class teachers optimise cross-curricular links in integrated topics. In key stage 3, pupils make good progress in line with the expectations for their age in the National Curriculum for England. They have a broad range of IGCSE options. In 2023, the small cohort taking IGCSE achieved standards that were higher than the England averages for core subjects and similar to international averages in their optional subjects.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 8 below).

As a result of this inspection, undertaken during March 2024, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is good.

The curriculum is broad, balanced and closely aligned to the National Curriculum for England. It enables pupils to make good progress. The curriculum successfully

promotes the school's vision of an inclusive learning community within an international setting. Leaders are extending the curriculum as the school expands, with a focus on meeting pupils' varied learning needs.

The specialist expertise of the inclusion team is a significant strength of the school. The team provides teachers with a detailed overview of each pupil's learning needs so that learning activities can be appropriately differentiated. The foundation stage curriculum fully supports the development of language skills, including for those who speak EAL. Well-considered curriculum modifications, including an intensive phonics course enables pupils who join the school throughout key stages 1, 2 and 3 to make rapid progress.

In primary, the curriculum is well structured to stimulate the interests of pupils. It is personalised where appropriate to meet the needs of pupils with SEND and pupils who are learning English. In secondary, pupils follow the National Curriculum for England at key stage 3, and are given additional support where needed. For senior pupils, the range of optional examination subjects has been widened to offer more choice, to fully reflect the learning needs and aspirations of all pupils, including those with SEND. Pupils have access to BTEC and ASDAN qualifications as well as a range of IGCSE options. The school has also introduced an IGCSE science triple award for those requiring more challenge in the separate sciences qualification.

The curriculum is enriched with a wide range of activities, available to pupils of all ages, which inspire and stimulate their curiosity. The large majority of pupils across the school participate in motivating extra-curricular activities (ECA) every week. For example, the critical thinking extra-curricular activity encourages pupils of all ages to work collaboratively and solve real-life problems. From Year 8, pupils participate in the 'Rising Star Award' where they develop new learning skills in a range of sporting, artistic and academic challenges and community service. ECAs are extended by specialist external providers who offer sports clubs, such as gymnastics. Pupils broaden their experiences further within the comprehensive programme of off-site visits, which includes field trips, theatre visits, performing arts, concerts, productions and sports events.

British values and knowledge of British institutions are carefully woven into learning experiences across age groups and subjects. This provides pupils with a coherent pathway that successfully prepares them for life in British Society. In Year 6, pupils study the Victorian period where they discover differences between education now and what it was like to attend a school in Victorian times. Senior pupils who study IGCSE

history, consider the role of government in healthcare, such as the development of the National Health Service in the UK.

Senior pupils receive an appropriate programme of careers guidance, which includes meetings with prospective universities, visits to local industry and the use of software to determine personal attributes to guide career choices. The broad range of qualifications, together with effective careers guidance, prepares pupils well for the next stage of their education and employment.

The school's values, policies, ethos and curriculum promote deep respect for the protected characteristics outlined in the UK Equality Act (2010) in relation to age, disability, pregnancy and maternity, race, religion and belief. However, the school is unable to meet fully the requirements in respect of sex and sexual orientation, gender reassignment and marriage and civil partnership due to the laws of the UAE. The school has planned a combined 'Value of the month' focus, based on school, British and Islamic values. They include respect, tolerance, individual liberty and democracy and form the basis of form time activity and assemblies.

The quality of **teaching, learning and assessment** in the school is good.

Teachers demonstrate a strong knowledge of their subjects and have a good understanding of how children learn. This is particularly evident in the early years, where teachers recognise that children learn best through active learning and play.

The school leaders are dedicated to ensuring continuous improvement and have implemented a well-structured classroom monitoring programme that works in collaboration with a teacher's personal reflection log (PRL). This approach ensures that teachers' professional development is based on best practice and supports the developmental planning of the entire school.

Most teachers plan lessons that are interesting and engaging, encouraging pupils to enjoy learning and contribute actively. In all stages of the school, pupils are encouraged to be independent learners and develop the skills of working with partners or in groups. Pupils are supportive of each other and celebrate the success of their peers. The behaviour of pupils is consistently excellent in all stages of the school, and they have strong relationships with their peers and with teachers. In some lessons, teachers planned activities which enabled pupils to take responsibility for their own and others' learning, successfully developing their leadership skills. For instance, Year 6 pupils with strong mathematical skills spontaneously coach others in their group to complete challenging tasks.

The senior leaders of the school enter an extensive amount of data from both internal and external assessment tests into a central record system. This system tracks the progress of pupils as they move through the school. However, teachers are not consistently using this information to adapt their teaching approaches for pupils who need specific support and to stretch those who would benefit from further challenges. The school has a highly inclusive environment which is reflected in the number of SEND pupils with complex learning needs and EAL pupils. Pupils with specific learning needs are clearly identified in teachers' planning. These pupils are supported by classroom assistants who work with them on an individual basis or in small groups.

Where teaching is most effective, teachers ask questions that encourage critical thinking, use formative assessment effectively and plan appropriately differentiated tasks to challenge and support pupils. However, teachers do not use assessment to check pupils' understanding, and provide good quality feedback consistently across the school. Leaders are providing additional training for teachers on these tools to promote a more effective approach across all lessons in order to help pupils strengthen their understanding of lesson content.

Most lessons are well-paced and engaging. Teachers make good use of high-quality resources to maintain pupils' interest throughout. The school effectively integrates technology into learning, with a bring-your-own-device policy supported by fast Wi-Fi. Teachers make good use of interactive boards to demonstrate new concepts and engage pupils in the learning process. The school prepares pupils for future challenges through the introduction of science, technology, engineering, arts and mathematics (STEAM) education across all years, as well as the provision of specialist facilities and resources. This approach fosters innovative, multi-disciplinary thinking among pupils.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Pupils' spiritual, moral, social and cultural development is outstanding.

Pupils across the school build constructive, respectful links with each other and adults. Their actions fully reflect the school's motto of: 'Be Kind. Be Great. Be You'. The school's inclusive learning community empowers pupils to use innovative ways to meet the

needs of others. For example, to support additional language learners in the school, both staff and pupils are developing their communication skills as 'Young Interpreters'. In discussions, pupils were keen to share their new sign language skills learnt in an ECA. On 'Makaton Mondays' pupils learn a sign language letter every week.

Pupils can apply for a wide range of leadership opportunities across the whole school, including the students' council with representation from the foundation stage upwards. House Captains play a part in planning activities; for example, in the addition of a tug of war event at sports day. One of the senior pupils is a marketing leader who collects ideas from the students' council and uses these to pitch ideas to the school's marketing team. Currently, a number of pupils are involved in a new promotional school video that is being planned with the marketing team.

British values are promoted alongside a strong moral curriculum that ensures pupils have a clear sense of right and wrong. Pupils are clear on how they are to behave, due to the supportive, caring ethos around them. They know where to seek help if it is needed for themselves or others. Pupils' behaviour is carefully monitored, and any misdemeanours are quickly followed up by the pastoral team. Teachers' responses are graduated according to the behaviour and actions are personalised to the individual.

The inclusion team is highly effective; members are available during the day to listen to pupils and help them to successfully resolve their concerns. Primary pupils are learning new skills to manage their own feelings and to promote their self-awareness and self-esteem. Each morning, pupils of all ages register a feeling for the day and choose a colour to best represent their emotions. In a Year 6 lesson, this topic became the basis of a class discussion on their next steps to positively manage their own emotions and support their friends.

Pupils' views are collected frequently through surveys, discussions and questionnaires. In discussions with pupils, a Year 9 member of the students' council described it as a 'bridge between the faculty and the pupils' as school leaders value and act upon their opinions.

The school is a diverse community which offers effective ways for pupils to learn about race, religion, age and disability. For example, in the foundation stage, younger children were keen to share pictures celebrating different events from their own country. A child from Russia described how they celebrated Maslenitsa, which recognises the end of winter, while another proudly displayed the dress she wore for the Hindu festival of Diwali. In the moral, social and cultural programme, younger pupils design their own family tree to understand differences in family roles and age groups, while senior pupils study different types of relationships, including marriage.

British values of tolerance and respect for others are embedded across the school's inclusive community. Pupils' behaviour across the whole school is exemplary. Pupils are polite, welcoming and confident. They give a warm welcome to new pupils and visitors to their school. Pupils demonstrate very positive attitudes to learning, with high levels of participation in lessons and extra-curricular activities.

Pupils and members of the wider school community learn more together through well-planned whole school focus days which promote awareness of the needs of others. For example, pupils wore red and learned about haemophilia on Haemophilia World Day. In primary, pupils gain a thorough knowledge of public institutions and their important contribution to democracy and individual liberty in the UAE, in the UK and internationally. Older pupils in Year 9 researched the 'Happiness Index' results from different countries and used this to explore the reasons why some citizens were happier than others.

Standard 3. The welfare, health and safety of the pupils

The welfare, health and safety of pupils and staff are outstanding.

The school meets the requirements of this standard and is fully compliant with all the safeguarding and welfare regulations of the host country.

The campus provides a safe and secure environment for pupils and staff that encourages positive and respectful relationships across the school community. Leaders give pupils' well-being the highest priority. They warmly welcome pupils into their highly inclusive international school, that is expanding its curriculum to meet the demands of an increasing pupil population. Leaders greatly value pupils' contributions and encourage them to give their views. Pupils of all ages regularly give their opinion through formal meetings and surveys. For example, every pupil is able to personally check into an ongoing live well-being survey, which enables staff to provide a rapid response with highly effective intervention and support.

The school has clear policies on pupils' behaviour, which provide a guide for the high standards of behaviour that staff expect from pupils at all times. Leaders share these with parents and pupils on enrolment. As a result, instances of bullying are very rare. Parents value the high standards of behaviour and respectful environment. They have strong relationships with the school as a result. This is reflected in the excellent punctuality and very high attendance of 96% which is substantially above the average for schools in England.

The personal philosophy of the principal is: 'Do what needs to be done for the best.' This philosophy is evident in the daily life of the school. All school staff contribute to the extremely caring and nurturing ethos, which is based on very positive relationships between pupils and staff. A number of pupils benefit from the outstanding assistance provided by the student support services. The large number of staff trained as student counsellors and mental health first aiders ensures high quality support is readily available across the school. This newly introduced service has already become a well-established feature of school life and is highly valued by pupils. The school has trained first aiders and large posters identify them across the campus. First aid kits are plentiful with the supplies regularly checked by the medical staff.

The school gives child protection the highest priority and all staff participate in mandatory training and updates. There is an exceptionally strong safeguarding culture in which all staff take responsibility and know what to do if they have any concerns. All stakeholders know about the child protection and safeguarding policy, which is available on the school's website and well publicised in a range of communications. Posters which identify the designated safeguarding lead and the staff who support this role are highly visible across the campus. Themed days in school ensure all pupils and staff know what to do if they have any safeguarding concerns. The designated safeguarding governor robustly holds the senior leadership team to account for their policies and safeguarding practice. Governors ensure all legal requirements are met and staff training is fully up to date.

Risk assessment is well established and includes all school events and practices where safer practice needs to be planned and monitored. This includes school curricular events, extra-curricular activities and international visits. The school has well established procedures for fire evacuation and posters across the campus identify the people who oversee the evacuation process. Audits of the fire drills are thorough and any minor concerns identified are rectified immediately.

There are regular external inspections of the overall premises and catering services. These audits note that the maintenance of the entire campus and the provision of food is consistently of the highest standard.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

Leaders have rigorous processes in place to make sure that they recruit well-qualified staff with relevant expertise as the school expands. Teaching staff have relevant subject specialisms as well as teaching qualifications. Specialist support staff are highly qualified in their field of expertise. Most staff are experienced and the few early careers teachers are well supported to gain qualified teacher status in school. Staff retention is very high, reflecting the high morale and the positive ethos in the school. Staff state that leaders are considerate of their well-being and that they enjoy and value working at the school. New staff are welcomed into school and helped to settle in Dubai.

The school conducts rigorous checks on all staff and external providers. Governors and proprietors have completed all required checks. The human resources (HR) department ensures all checks are completed before staff begin their employment. They carry out comprehensive checks, including identity, police records, qualifications, at least two references, medical checks, suitability to work with children and the right to work in the UAE. They also complete social media checks once a candidate is shortlisted. This information is recorded in a comprehensive single central record. The HR department maintains secure files for all staff, detailing checks and training.

All staff complete safeguarding training and are kept up to date through regular briefings and refresher courses. The designated safeguarding leads, school counsellors, medical team and senior leaders have completed advanced training appropriate to their roles. HR staff have completed safer recruitment training.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

There are plentiful changing and washing facilities in all areas of the school which are clearly designated for boys and girls. There are separate male and female staff facilities. The school has excellent male and female washing facilities for people with physical disabilities. These are bright, spacious and include support rails and a personal alert system. Access to all areas and levels of the school is made possible by gently graded ramps and lifts. Daily checks by the facilities staff ensure a high level of cleanliness in all areas of the campus. The fully staffed medical base offers a safe and welcoming environment with privacy for examination, washing facilities and treatment and recovery spaces.

Every area provides an outstanding learning environment for all groups of pupils. The classrooms are well-lit, spacious and equipped with age-appropriate resources for

the subject being taught. Each classroom is equipped with interactive whiteboards and Wi-Fi access, which is consistently fast across the campus. The school also has several bright and spacious library facilities that cater to both younger and older pupils. These libraries provide opportunities for independent study, group work, and socialising with friends. Recently the school has added a sixth-form common room and a high-quality learning garden for young children to socialise and learn through play. Furthermore, the newly established well-being hub provides an outstanding space for supporting pupils in a therapeutic and nurturing environment.

The school has exceptional indoor and outdoor facilities for PE. These facilities include suitable changing and washing rooms for both boys and girls. The semi-outdoor swimming pool and training pool are maintained to the highest standards of cleanliness and safety. They are an integral part of the school's effort to enhance the physical and mental well-being of all its pupils. Well-resourced specialist areas include the newly created science laboratories in primary and secondary and provision for music, art, languages and STEAM education.

The diligent site managers and security team ensure the school site is well maintained and secure. They oversee a well-established traffic management system to ensure the safe arrival and departure of staff, pupils, and visitors. The school's transport is well-maintained, meeting all the necessary requirements with pupils under supervision at all times.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this standard.

All key information that parents require is available from the school upon request and readily available on its highly informative website. The school's contact details, including for the principal and chair of governors, are clearly provided. It gives a background profile of the principal and each governor along with details of their specific role in the school.

The school's vision and mission are clearly shared on the school's website for parents to view. All potential parents can gain access to previous inspection reports to make well informed decisions before joining the school. Copies of key policies are all available to view on the school's website, including the curriculum and positive behaviour for learning and anti-bullying policies. The inclusion policy provides details

of the extensive learning support offered to all pupils with SEND in the school and to pupils who speak EAL.

Parents are well informed about their child's progress through termly updates and a more detailed full report of progress at the end of the year. In the primary school, reports include attitudes to learning, attainment and progress. In addition, secondary school progress reports include a termly overview of the curriculum grade for each subject taken with targets to improve.

A high-quality weekly newsletter, the 'Oryx Online', is available for all parents to find out more about upcoming school events and curriculum plans for their child's class. The school offers a wide range of parental workshops during the year to raise their awareness and help them to support their child's learning at home and develop new skills. For example, the inclusion team leads a wide range of presentations on various learning needs to support diversity.

Parents' opinions are valued and acted upon. The school regularly collects feedback through surveys and parental representative meetings. In response to parental requests, Year 1 pupils were offered earlier collection times at the start of the year. The Friends of South View parents' group organises a variety of events in the school community during the year. In discussion, parents confirmed the effective two-way communication link that this provides between them and the school.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

There are clear procedures for handling complaints, which are available on the school's website and upon request. The policy sets out appropriate timescales for the management of a complaint within five stages. If parents' concerns are not resolved informally with the staff involved, the procedure identifies how a formal complaint may be made in writing. Complaints are escalated to the principal at the third stage, the board of governors at the fourth stage and KHDA Compliance and Resolution Commission at the final stage. The complaints procedure makes it clear that there is provision for a panel hearing with at least one member who is independent of the school at the fourth stage.

There is provision to ensure complainants receive a copy of findings and recommendations made by a panel. Secure written records are kept of all complaints,

with records of the actions taken by the school as a result. Most parents' concerns are dealt with verbally, with the staff concerned, to parents' satisfaction before they escalate. The small number of complaints that have escalated to the third stage and beyond have been thoroughly investigated and resolved in line with the complaints policy.

Standard 8. Leadership and management of the school

Leadership and management of the school are good overall. Some aspects of leadership are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

Senior leaders have succeeded in their aim to create a culture of progress, kindness and positivity. The leadership of pastoral provision, pupils' health and safety, staff and pupils' well-being and support is highly effective. Academic leadership and middle leadership are developing well as the school expands.

Leaders promote equality and have created an inclusive environment where staff and pupils feel valued and work in harmony. Leaders treat staff and pupils as individuals and respect their unique needs. The mental health and well-being of everyone at SVS are high priorities across the school. Leaders use a range of effective approaches to promote awareness amongst staff and pupils, as well raise awareness of how to seek advice, if needed. The school's mission to encourage pupils to 'Be Kind. Be Great. Be You' is promoted by all staff and followed by the pupils. As a result, SVS is full of happy staff and happy pupils.

The senior leadership team has grown since the appointment of the principal in 2021 and with the continuing expansion of the secondary school. The team is now established and extremely well respected. Staff enjoy working at the school; morale is exceptionally high and is reflected in the high rates of retention.

Evidence from the inspection questionnaires shows that staff feel valued. They state, for example, 'leaders care about the well-being of the staff and are supportive', and 'leaders inspire staff to do the best they can for all students'. The vast majority of parents who responded to the questionnaire are extremely positive about the school. They value the caring ethos, stating for example, 'We love this school for our two children'; 'The team is relentless in its pursuit of happiness for our children'; and 'The teachers are attentive and motivated'. Inspectors fully agree with these views.

There is an exceptionally strong safeguarding culture. Leaders place pupils' safety and well-being at the heart of the school. Staff know that safeguarding is the responsibility of everyone. They are vigilant and fully trained in identifying, reporting and responding to concerns appropriately.

Governors work effectively with school leaders. They are ambitious for the pupils and committed to developing SVS as a 'highly effective, fully inclusive, community-based' school. They have a strong moral imperative to invest in the facilities, resources and personnel. Roles and responsibilities of leaders and governors are clearly defined, understood and respected. Governors ensure that the school operates legally and meets all compliance requirements of the UAE.

Leadership of the early years is well established and has a positive impact on children's outcomes. Middle leadership is developing well as the school expands. Many academic and subject leaders are new to the school, especially in the secondary phase. They are establishing curriculum plans and consistent approaches to teaching and assessment. They provide good role models for teaching and planning and have secured good teaching and learning. They are aware that approaches to curriculum implementation, teaching and assessment are not yet fully established and are not consistently effective across the school. They have plans to continue to develop these aspects through professional development.

Leaders have identified appropriate development priorities in their strategic plan and are addressing areas for improvement from DSIB inspections in their one-year improvement plans. Improvement planning is informed by rigorous monitoring and self-evaluation. Leaders have reviewed the professional development programmes to link it with teachers' appraisal and personal reflection as well as supporting whole school priorities. This more personalised approach is having a positive impact. It is motivating for teachers and promotes strategic development successfully.

Leaders generate a wealth of data that evaluates pupils' cognitive abilities and their subsequent progress and attainment in English, mathematics and science related to the National Curriculum for England. The data provides some useful information, but it does not fully support teachers to plan for continuity and progression in the curriculum or to build on each pupil's prior learning. Some helpful information that arises from teachers' curriculum-based assessments is not used as effectively as it could be to plan for continuity and progression in pupils' learning.

Governors have relevant expertise, which they use to support leaders while holding them to account. They critically review leaders' reports, ask searching questions and have effective appraisal processes in place. They are committed to continuous improvement and have effective strategic plans to ensure the school is well equipped to grow successfully.

Leaders and governors have a very clear oversight of the school's strengths and priorities for development. They have strong ambition for the pupils and use their substantial knowledge and expertise to continue to build the school successfully. Leaders demonstrate strong capacity to secure the school's continuous improvement.

EYFS provision

Provision in the early years is good.

Most children join the foundation stage aged three and make fast progress from their starting points. The proportions of children achieving and exceeding early learning goals are well above England averages. Children are well prepared for the Year 1 curriculum and a smooth transition is facilitated by the play-based learning and shared learning environment.

Most children are EAL learners and a few are at the early stages of learning English. These children benefit from teachers in early years who have expertise in a range of languages including Arabic, Hindi and French. Teachers place a strong focus on the development of language skills for all children, particularly in phonics awareness. When needed, an intensive two-week phonics course is offered to EAL children who are able to cope with a fast rate of learning. Buddy readers from Years 5 and 6 join younger children to encourage an interest in and love of reading.

Early years leaders maintain at least good provision and outcomes for children. Children are happy and their behaviour is exemplary. They feel safe and secure in the learning environment and grow in confidence. Provision for children's personal and spiritual, moral, social and cultural development and their welfare, health and safety are outstanding.

All early years staff complete mandatory safeguarding training. They benefit from a range of additional professional development opportunities, including the sharing of good practice with teachers from primary.

A personalised welcome is planned for new children entering the school to help them settle quickly in their new environment. During admission, teachers find out about

children's interests so that these can be included in their learning. The curriculum follows the EYFS, which is further enhanced by specialist teaching in Arabic, swimming, PE and the performing arts.

Children learn about democracy and vote for their choice of class book. Children enjoy representing their peers on the students' council. Elected Eco-Warriors meet regularly with older peers to share ideas and initiatives to improve their school's environment.

Early years staff communicate regularly with parents and provide informative workshops, such as how parents can support phonics from early years to Year 1. During the term, 'SVShares' meetings are arranged for children to discuss their work with parents. Parents appreciate the opportunity to talk to teachers when they collect children from classrooms at the end of the day.

Post-16 provision

SVS has continued to expand and in the current year has introduced a Year 12 class with 11 students. Six students are continuing their education in the school, while five are newly enrolled. The campus has undergone several adaptations to support the new sixth-form students. New study and social areas have been created, and both the sixth form and careers team are located in this new hub to help prepare students for life after they leave school. Masterclass sessions are organised, and representatives from universities and local businesses are invited to provide students with insights into specialist studies and work-based learning.

Students can select from a range of courses including A levels, BTEC National Diplomas or a blend of both. Students can study a double BTEC Diploma in business, and travel and tourism. They also continue their studies in moral and social education, Arabic, and A-level mathematics, physics and English literature. The courses are spread over two years, and students will be assessed through examinations or coursework at the end of Year 13.

Opportunities to promote students' leadership skills are being developed. The 'Giving Back' committee has been established where Year 12 students support younger students in developing their English language skills through the school's reading recovery programme. Different committees are being established, such as an events committee to plan whole school celebrations and a well-being committee to consult with the student population to determine how daily life in the school can be improved to support mental health.

Compliance with regulatory requirements

South View School, Dubai meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) and 5(b)(vi). South View School, Dubai encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race; religion or belief; as set out in the Equality Act 2010.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

1. Teachers do not use assessment for learning consistently in lessons to check pupils' understanding, deepen pupils' knowledge and develop their skills. Consequently, while pupils make good progress overall, they do not make exceptionally good progress evenly across the school. Leaders should make sure that all teachers know how to check pupils' understanding and help them to recall and consolidate their knowledge and learning in lessons in line with the school's policies.
2. Teachers do not use progress tracking and curriculum-based assessment information consistently and effectively to plan for continuity and progression in pupils' learning from year to year. Leaders should consider ways to simplify the amount of data available so that it enables teachers to plan for progression and build on pupils' learning sequentially. This will help pupils build on their knowledge and achieve even higher standards in their work.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		X		
How well the curriculum and other activities meet the range of needs and interests of pupils		X		
How effective teaching and assessment are in meeting the full range of pupils' needs		X		
How well pupils make progress in their learning		X		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
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Leadership and management

Overall effectiveness of leadership and management		X		
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School Details

Name of school	South View School
Type of school	Private
Date school opened	September 2018
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1216
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 44,000 – AED 62,000
Annual fees (boarders)	n/a
Address of school	Remraam Dubai
Telephone number	+971 4 589 7904
Email address	info@southview.ae
Headteacher	Mr Reuben David Flint
Proprietor	Inter Star

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards

against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of His Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then, we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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