



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

DUBAI HEIGHTS ACADEMY

UK

VERY GOOD

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UK

Inspection Dates
19 - to 23 February 2024

Principal
Alison Margaret Lamb

[LEARN MORE ABOUT THE SCHOOL](#)

[LEARN MORE ABOUT THE SCHOOL FEES](#)

336
Students

22
Emirati Students

29
Students of
Determination

39
Teachers

21
Teaching
Assistants

1
Guidance
counsellors

OVERALL SCHOOL PERFORMANCE

VERY 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

- Very strong academic achievement with excellent teaching regularly seen in all phases of the school
- Students' exceptionally strong personal development
- Robust and highly accurate approaches to school self-evaluation and improvement planning implemented by highly capable leaders supported and challenged by excellent governance
- A united and dedicated staff across all parts of the school ensure outstanding day-to-day management, establishing a safe, welcoming, and happy community in this very well-resourced school
- Excellent inclusive education practices and very strong care, guidance, and support, leading to outstanding levels of well-being across the community

POINTS TO IMPROVE

- Identify and disseminate best practice to promote students' self-reliance more consistently in all lessons
- Embed the school's engagement with the local community, ensuring that students are increasingly proactive in driving these
- Expand the school's contributions to national and international initiatives
- Translate rapidly improving rates of progress into stronger attainment in relevant key subjects and phases

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **OUTSTANDING**



This is a school for all students. The school's commitment to academic achievement, inclusion and personal development, driven by world class leadership, ensures that all students thrive. Staff feel highly valued due to extensive support and training. Relationships at the school are based on mutual respect and shared values, with regular surveys allowing the community to influence its direction. Students exhibit respect, discipline, and resilience, actively participating in activities that bolster their ambitions and career readiness.

STUDENTS' ACHIEVEMENTS

Students make very good progress in English, mathematics, and science and across a broad curriculum in the arts, humanities, languages and PE. In Arabic and Islamic education, students mostly make good progress. In English, mathematics and science students' levels of attainment are at least good and frequently very good. In Arabic and Islamic education, their levels of attainment are at least acceptable.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: VERY GOOD
PRIMARY: GOOD	PRIMARY: GOOD	PRIMARY: VERY GOOD
SECONDARY: GOOD	SECONDARY: GOOD	SECONDARY: VERY GOOD

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE
PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE
SECONDARY: ACCEPTABLE	SECONDARY: ACCEPTABLE	SECONDARY: ACCEPTABLE

LEARNING SKILLS
FOUNDATION STAGE: VERY GOOD
PRIMARY: GOOD
SECONDARY: GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students are highly self-disciplined, respectful, and possess a strong sense of community. They actively participate in leadership roles, embrace healthy lifestyles, and maintain high attendance and punctuality rates. There's a deep appreciation for Islamic values and Emirati culture, though younger students are less engaged in cultural events. Students celebrate diversity and engage in community service. They are environmentally conscious, contributing to sustainability efforts within and beyond the school



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

PROVISION FOR LEARNERS

Teaching in Foundation Stage (FS) and Primary is exceptional, with very strong teaching also seen in Secondary. Effective planning and resource utilisation, particularly in mathematics and science, stand out. Lessons are very well planned and resourced; learning environments and interactions between staff and students are highly positive. Assessment practices align with benchmarks. Data-driven curriculum adaptations very effectively meet diverse needs.

The curriculum aligns fully with the school's bold vision, UAE priorities, and meets English National Curriculum standards. Very effective reviews have improved progression, offering diverse subjects and pathways at Secondary. Cross-curricular links and adaptations based on student progress enhance learning, though secondary learning experiences promote UAE heritage awareness, with extracurricular activities encouraging creativity and innovation.

Child protection and safeguarding measures are thorough, with rigorous risk assessments and cyber-security in place. Student supervision and transport are very efficiently managed, with premises maintained to very high standards of hygiene and security. The health team promotes excellent well-being through sensitive care and health checks, advocating for healthy eating. Behaviour management and mutual respect are central, with clear policies for identifying and supporting students of determination.



TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: VERY GOOD
PRIMARY: VERY GOOD	PRIMARY: VERY GOOD	PRIMARY: VERY GOOD
SECONDARY: GOOD	SECONDARY: VERY GOOD	SECONDARY: VERY GOOD

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: GOOD	FOUNDATION STAGE: OUTSTANDING	FOUNDATION STAGE: OUTSTANDING
PRIMARY: VERY GOOD	PRIMARY: OUTSTANDING	PRIMARY: OUTSTANDING
SECONDARY: VERY GOOD	SECONDARY: OUTSTANDING	SECONDARY: OUTSTANDING

INCLUSION

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

The school, under highly effective governance and leadership, excels in inclusive education, catering to a wide range of student needs, from severe learning difficulties to the most able. Its inclusive approach is supported by detailed assessments and a multidisciplinary strategy, allowing for personalised educational plans. Strong partnerships with parents enhance support, particularly for those on specialist education paths. The school offers a varied curriculum, including an effective ASDAN program, ensuring students with diverse needs thrive.



LEADERSHIP AND MANAGEMENT

Under exceptional leadership, the school sets very high standards in education and well-being for its diverse community, with a shared vision and clear accountability delivering a strong sense of purpose. Governors, parents, staff and students are engaged to ensure that quality assurance focuses on student achievement and personal growth. This is supported by comprehensive and accurate data analysis. Excellent facilities and a professional development programme for all staff enhance the quality of leadership, management, teaching and student support in this learning community where everybody thrives.

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



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