

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

Safa Community School

11 YEARS OF INSPECTIONS

Very good

Curriculum
UK



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School Information

General Information	 Location	Al Barsha South, Dubai Land
	 Opening year of School	2014
	 Website	www.safacommunityschool.com
	 Telephone	043851810
	 Principal	Stephen Duckitt
	 Principal - Date appointed	1/9/2015
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3-16
	 Grades or year groups	FS1-Year 11
	 Number of students on roll	1578
	 Number of Emirati students	33
	 Number of students of determination	155
	 Largest nationality group of students	UK
Teachers	 Number of teachers	137
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	93
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	11%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, GCSE, IB
	 Accreditation	None
	 National Agenda Benchmark Tests	GL Progress Tests, CAT4 Assessments

School Journey for Safa Community School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Progress in English, mathematics and science, and attainment in mathematics in the primary and secondary school are very good. Attainment and progress in Arabic and Islamic education continues to lag behind the other key subjects. The quality of learning skills demonstrated by students across the school is very good.
- Students' personal development is outstanding. They demonstrate positive attitudes to their studies and their behaviour is excellent. Students' understanding of Islamic values and culture, as well as their social responsibility and environmental awareness, are very good. Attendance and punctuality are very good across the school.

Provision for learners

- The quality of teaching is very good. It varies across subjects, and this is reflected in the slower progress of some groups of students and in some subjects.
- Relationships are supportive, the pace of lessons is good and resources appropriate. Providing suitably challenging tasks for all students remains an area for further improvement. Assessment is very good but available data are not always used effectively enough to offer the best feedback to students or to measure their progress accurately.
- The school follows the English National Curriculum, with due regard given to Arabic and Islamic education. Statutory requirements are met. The curriculum is enhanced through a range of enrichment and extra-curricular activities to develop students' sporting, creative and social skills. Although modifications to the curriculum are generally very good, these are inconsistent for students of determination and those who are more able, and have gifts and talents.
- The health, safety and protection of students are outstanding. The protection, care, guidance and support of students are very good. The school provides a safe, secure and supportive environment. Safeguarding and child welfare procedures and practices are very well promoted. Support for students of determination and those who are more able, and have gifts and talents, are very good.

Leadership and management

- Senior leaders have an ambitious and determined vision. Relationships are professional and constructive but working practices across the foundation, primary and secondary phases are not always coordinated as well as they might be. Development planning is detailed although, at the time of the inspection, recent improvements had not had time to make a full impact. Relationships with parents and the community are outstanding. Governors represent a range of stakeholders and they understand that there is more to do to ensure they closely monitor safeguarding arrangements.

What the school does best:

- The effectiveness of leadership, improvement planning and governance is very good and ensures on-going improvements
- The progress in English, mathematics and science, as well as attainment in mathematics in the primary and secondary school, are very good
- Students' personal development, attitudes, and behaviour are outstanding.
- The very good teaching across the school is exemplified by positive interactions, exceptional relationships and secure subject knowledge
- The school provides a very caring and nurturing environment, where health and safety are outstanding and care and support are very good.

Key recommendations:

- Improve the coordination and cooperation of the foundation, primary and secondary phase leaders so that they agree common policies and procedures that encourage all staff to work collaboratively in sharing expertise and practice
- Improve learning and teaching to raise attainment and progress, particularly in Arabic and Islamic education, by ensuring that:
 - there is greater consistency in the quality of teaching across subjects and across year groups
 - teaching strategies meet the needs of all students across the school
 - assessment information is used accurately to calculate students' attainment and progress
 - students' critical thinking skills, innovation and independent learning are developed in all lessons
 - monitoring and evaluation of middle leaders is better focused on students' academic performance.

Overall School Performance

Very good

1. Students' achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good	Good	Good
	Progress	Very good	Very good	Very good
 Mathematics	Attainment	Good	Very good ↑	Very good ↑
	Progress	Very good	Very good	Very good ↑
 Science	Attainment	Very good	Good	Good
	Progress	Very good	Very good	Very good
Learning skills		Very good	Very good	Very good

2. Students' personal and social development, and their innovation skills

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good ↑
Assessment	Very good	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good

5. The protection, care, guidance and support of students

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

- The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2018-2019.
- The school's progression in national and international assessments is not possible to measure as the school has only been open for a short time. Results in the GL progress tests in English, mathematics and science were good in 2017 and 2018. This represents very good progress for students when compared to their potential, as measured by the CAT4 assessments.
- The NAP action plan addresses all the points raised by the assessment providers and in the previous report. Leaders and teachers analyse all available data and use this analysis to modify the curriculum and to adjust teaching. The school is effective in using data to identify those who need additional support.
- Students often demonstrate flexible thinking and are able to identify lines of inquiry. Across all phases students demonstrate good problem-solving skills and the necessary abilities to communicate their findings. Research is often a little simplistic and students' research skills are inconsistent.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Consider mapping the acquisition of research skills to ensure there is a smooth progression in the development of these skills from Foundation Stage (FS) onwards.

Reading across the curriculum

- Most students make very good progress in reading English because teachers regularly test their reading and verbal capabilities and provide appropriate interventions.
- Most students are confident and motivated to read. Younger primary students apply successful strategies, including segmenting, to decode unfamiliar words. Secondary students interpret text beyond the literal.
- The library is an attractive, welcoming environment where students enjoy reading and regularly borrow books. A second librarian to focus on Arabic ensures that Arabic reading is well supported.

The school's strong commitment to develop reading across the school is seen in its many initiatives and structured interventions as well as the support for students with specific reading needs.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Further expand the diversity of English and Arabic genres represented in the library and ensure that FS children have frequent opportunities to read with an adult.

UAE social studies

- The curriculum incorporates UAE social studies in the primary and secondary phase in English. Topics include the history of the ruling families, and how sustainability might be achieved in the region.
- Students contribute by offering suggestions from their previous study about renewable energies and also from their research on the development of the union.
- Primary students have secure knowledge of the history of the UAE. This also applies to secondary students who research independently, and critically assess their findings.
- Students evaluate their learning and use assessment to judge their progress, enabling them to consider the next steps in their learning.

The school's implementation of the UAE social studies programme meets expectations.

Innovation

- Students have the opportunity to take part in activities that feature language development, technology, art and sporting activities. There are opportunities for students to generate new ideas, such as competitions and challenges. These are not successfully integrated into learning in all classrooms.
- Students develop a strong sense of responsibility and the school encourages them to show initiative and generate ideas. Their innovation skills are developing but these are not fully embedded in the curriculum. Practice remains inconsistent.
- Opportunities are provided in some subjects to support creativity and reflection. A good example was seen in a Year 7 design technology lesson, where students collaborated on a challenge to create a platform to support a house brick. Structures were tested and designs were analysed, re-evaluated and changed.
- Curriculum enhancement through strategies such as personalised choice and reflection time (PCaRT) motivate and encourage students to nurture and develop their interests. Students' engagement in driving innovation and engaging in entrepreneurial activities are not as well established.
- Leaders actively support and encourage innovation across the school. The innovation policy outlines the school's intention including providing purposeful learning experiences and promoting innovative and creative solutions. The enthusiastic and determined working group offers strong leadership but engagement is inconsistent.

The school's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' achievement

Islamic education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Attainment is in line with curriculum expectations according to internal data, lesson observations and scrutiny of students' work. Progress in the primary phase is better because of the pace of lessons and coverage of the curriculum.
- There is a suitable focus on recitation and memorisation of the Holy Qur'an. This is more consistent in the primary phase and amongst Arabic speakers. Critical thinking is more evident in lessons for non-Arabic speakers.
- Arabic language skills for some Arabic native speakers are not developed sufficiently to allow students full access to the curriculum. Students' abilities to cite references and apply rulings to real situations are inconsistent across the school.

For development:

- Students' application skills of Islamic rules and their abilities to cite references from the Holy Qur'an and Hadith
- Arabic speakers' vocabulary to enable them to have full access to the curriculum.

Arabic as a first language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students' achievement is in line with age-related curriculum standards. In the primary school, the quality of students' work in lessons and in writing is better than in the higher years. In all phases students learn more when engaged in paired work. Not all students reach their potential due to teachers' low expectations.
- Students show secure competencies when reading aloud as many are attentive when reciting poems. Their speaking skills are less effective. Younger students are more confident when demonstrating their overall language learning skills.
- The Arabic department has introduced new methods of teaching to ensure the engagement of students and to accelerate progress. New Arabic teachers are beginning to add value to the standards of Arabic taught at the school.

For development:

- Raise the level of challenge in order to make students responsible for their learning, and to improve their speaking and writing skills.

Arabic as an additional language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- All students make appropriate progress when compared to their starting points. They are positively engaged and show interest in topics, especially through active learning tasks. In the primary school students are more enthusiastic about learning Arabic.
- Students show limited ability in speaking full sentences with correct grammar. Most students form short sentences correctly based on their own experience, but these are limited to common words. Reading and listening skills are more effectively developed.

For development:

- Raise students' independent speaking skills to more complex levels by encouraging speaking in full sentences with correct grammar.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Very good	Very good	Very good

- Students generally listen exceptionally well and, from the FS, spoken English is very secure. Throughout the rest of the school, students make rapid progress in speaking from their individual starting points. The more able are particularly articulate.
- FS children write independently, although letter formation is not always accurate and not rigorously supported. In the primary and secondary schools, students know what they want to write and often show flair and imagination. The effectiveness of handwriting strategies is inconsistent, so that some students' writing, though colourful in content, is not always easy to read, including in the secondary phase.
- Younger primary school students confidently tackle unfamiliar words when reading, using strategies such as segmenting to decode them. Most students have good skills for their age in decoding and understanding text. Older students competently infer deeper meanings from Shakespeare and other texts.

For development:

- Build on the very good practice of teacher-modelling of cursive handwriting to ensure high standards across the whole school.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Very good ↑	Very good ↑
Progress	Very good	Very good	Very good ↑

- Children and students in the FS and primary school show the greatest enthusiasm for mathematics. Students develop mathematical understanding through effective collaboration in the primary phase. Critical thinking is strongest in the secondary phase, as is attainment of students with gifts and talents.
- Support for low and middle achieving students is effective in all phases. In some lessons, there are few opportunities for students to engage in cross-curricular work, and the challenge provided for some brighter students is not always sufficient.
- Improved feedback and targeted next-steps advice have led to improved achievement, particularly through question-analysis and associated support material in secondary. A focus on layout of mathematical working is beginning to improve progress but further work in this important area is needed.

For development:

- Ensure students have greater opportunities to connect their learning in mathematics to other disciplines, the real world, UAE society and their prior learning.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good	Good	Good
Progress	Very good	Very good	Very good

- Children in the FS are naturally curious and can explain their findings. Primary and secondary students have not fully developed their skills in scientific reasoning and drawing conclusions. Lower primary teachers' subject knowledge is not always secure, and this affects standards.
- Students throughout the school make significant progress in their knowledge and understanding. They also develop good practical skills. In the primary and secondary phases, students' achievements in international benchmarks tests are higher than those seen in their current workbooks and in lessons.
- The focus on the understanding and use of scientific vocabulary has a positive impact in all phases. Nevertheless, there are not enough opportunities for children and primary students to develop their skills in designing their own investigations.

For development:

- An enquiry-based approach in FS and the primary school to improve students' skills in devising their own investigations.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good	Very good

- Across all phases students are genuinely interested and enthusiastic learners, showing great perseverance. Most are able to explain their thinking clearly and coherently as well as describe their strengths and areas for development. Independent learning and collaboration are strong.
- Most students engage proficiently in simple research and recording their outcomes using technology. Making connections with the real world are strengths in science, Arabic and the FS.
- Students enjoy opportunities to think creatively and critically. These skills are developing very well in some primary and secondary subjects. Although this is encouraged in the Foundation Stage, children do not always have the opportunity to explore or to investigate for themselves.

For development:

- Construct a clear and shared understanding of how learning skills progress, and consistently develop them through all areas of the curriculum.
- Enable children in the FS to have the opportunity to explore, to investigate and to find things out for themselves.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students' behaviour is exceptional and their attitudes are extremely positive and responsible. Their attitudes towards each other and adults are very positive and respectful. Their respectful manners contribute significantly to the harmonious atmosphere in the school.
- Students are keen to help each other. Senior students care for the younger ones and they are always very happy to help when asked. Their positive attitudes help make the school a very happy place. Attendance rates are high.
- Students show a great commitment to safe and healthy living. They participate in various sports. Children in the FS can give good examples of healthy living. All students are very confident and behave in a manner that shows they are safety aware.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑

- Students show deep understanding of Islamic values and their impact on life in the UAE. They show compassion to workers in their community through regularly sharing food. Their understanding of these values extends to their lives beyond the school.
- Students demonstrate excellent understanding and deep appreciation of Emirati heritage and culture. They can explain how life has changed in the UAE and the impact of development and tourism on economic and social life in Dubai.
- Students are proud of their own identity and heritage and, at the same time, experience diversity in school and around Dubai. Through learning about other countries and societies, they are beginning to gain a better knowledge of other world cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students are actively involved in the life of their school and they undertake many leadership roles. They participate in school wide events, celebrations and sports. Students' community volunteering opportunities outside the school are limited.
- Students have an excellent work ethic. They are serious about their work and take concrete steps to improve their learning and personal development. Enterprise and innovation skills are not fully embedded in the curriculum, and the development of these skills is inconsistent.
- Students demonstrate a strong understanding of environmental issues, globally and locally. They initiate multiple recycling projects in the school.

For Development:

- Provide students with more opportunities to contribute to the local community and develop their innovation skills more widely.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good ↑

- Across all phases, especially secondary, most teachers have strong subject knowledge and know how best to teach their students. Lesson plans are thorough and consistent. All teachers know their students well, including those with special needs, and plan a range of activities to meet the differing abilities of most groups of students.
- Opportunities for students to lead or follow their interests are features of the better lessons. In these lessons expectations are consistently very high. Some teachers do not sufficiently support Arabic speakers who do not have the linguistic skills necessary to access curriculum easily.
- The pace of lessons is generally good and resources are appropriate, well prepared and effectively used. Environments are bright and conducive to learning. Questions are generally used well to promote and extend learning.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- All three phases have similarly valid and reliable processes in place to measure progress. However, for attainment, the current system used in the secondary school requires further refinement to focus securely on differences in achievement between groups. Gender differences in achievement are being addressed in the FS.
- The wide range of external benchmarking means that teachers and leaders know their students well. Analysis of these data with the regular six-weekly internal assessments allows for rapid identification of students at risk. As a result, the school is able to provide effectively both in class and through additional support.
- Teachers have been given direct responsibility for the analysis of all student data and this has improved the quality of modifications made in teaching. Moving baseline testing a little later in the year has meant the reliability of these tests has improved.

For development:

- Consider revising the 'flightpath' model to set more rigorous standards for attainment, especially for those who have gifts and talents.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The school's rich, dynamic curriculum is under constant review. Students' achievements are used very effectively in its modification, and a wealth of imaginative adaptations and enrichment strongly promotes personal development and learning. Initiatives, including PCaRT, successfully support innovation.
- The very diverse range of curricular choices for older students prepares them well for the future. Cross-curricular links are notably effective in English. The use of 'Google Classroom' is a particularly effective tool for older students. Opportunities for information technology are less evident across some primary classes.
- Constant striving towards an outstanding curriculum results in highly imaginative subject enrichment, beyond the mere meeting of requirements. There is scope to bring such valuable enrichment to the Arabic as an additional language curriculum, and to develop further the child-initiated play in the Foundation Stage.
- Moral education is taught from Year 2 to 11 to support students' appreciation of the UAE culture as well as other world cultures.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- Teachers skilfully adapt the curriculum to enhance learning for most students. This is not consistent across subjects and phases for students of determination and those who have gifts and talents.
- The extensive range of enriched learning opportunities for all students is enhanced further through the PCaRT programme. Engagement motivates and extends their experience and understanding of culture, sport, science and technology. This in turn supports their academic and personal development.
- The students' knowledge and understanding of Arabic culture and UAE society is successfully developed through carefully planned curricular links, project work, the use of resources and whole school celebration of Islamic events such as Hakallia.
- Arabic is taught in the FS: FS1 children receive 40 minutes and in FS 2 they receive 80 minutes each week.

For development:

- Greater consistency in curriculum modification across the school and subjects to engage all groups of students in high-quality learning experiences.
- Increase the opportunities for student-led innovation and enterprise, as well as information technology, in the primary phase.

5. The protection, care, guidance and support of students

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

- Nearly all areas of the school premises are suitable to meet the needs of students, including students of determination. Concerns raised by the inspection team about the FS 1 class on the first floor were swiftly addressed, including a written risk assessment.
- The school has robust systems for safeguarding. Staff, parents and students are all aware of the procedures. Members of the medical team provide high levels of care and they closely monitor the health of the students. The buildings are safe, secure and well maintained. Bus transport is supervised very well.
- The school has invested in training more staff to join the child protection team in order to support the growing school population. Parents appreciate the improvements in the parking and drop off arrangements.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- A caring ethos permeates throughout the school. Senior leaders and staff know and value each individual. Highly respectful and supportive relationships together with mutual trust contribute to the high standards of attendance and exemplary behaviour.
- The identification of students with barriers to learning is swift, accurate and well established across the school but the identification procedures for those who are more able, gifted and talented is less consistent.
- The expanded and highly skilled pastoral team provides students with access to a range of pastoral and academic advice. School counsellors have an open-door policy that ensures any emotional or social concerns are well supported. Older students receive valuable and individual advice for subject option choices in Years 9 and 11.

For development:

- Establish an agreed whole school strategy for the identification and support for more able students, particularly those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Governors and leaders promote a highly inclusive ethos, which is exemplified in the inclusive admissions policy and the ongoing investment in resourcing of specialist and highly knowledgeable staff. A committed inclusion action team, a governor for inclusive education, and an inclusion champion plan appropriately to enhance provision in an expanding school.
- Specialist staff and well-developed partnerships with outside agencies use an extensive range of assessment procedures to identify, accurately and swiftly, the barriers to learning faced by students. Inclusion leaders and specialist staff have an excellent understanding of the KHDA categories and the impact on learning.
- Relationships with parents are extremely positive. Parents are well informed of their children's progress through involvement in regular IEP reviews and the 'open-door' policy which parents find highly supportive.
- A range of interventions strategies are used to support students of determination. Curriculum modifications are not consistent across the school and subjects. Not all staff have sufficient understanding of how to adapt the curriculum effectively or refine their pedagogical approaches to meet the specific learning needs of students.
- Students of determination, especially those with behavioural difficulties, make accelerated progress in their personal and developmental achievements. Regular assessments against curriculum standards are made but progress is variable across subjects, particularly in Islamic education and Arabic.

For development:

- Provide a more coordinated approach to staff training and follow up, monitoring and support so that leaders have an accurate understanding of the strategies with greatest impact and can refine others.
- Establish a more rigorous and wide-ranging approach to monitoring and evaluating the quality of provision across the school.

6. Leadership and management

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

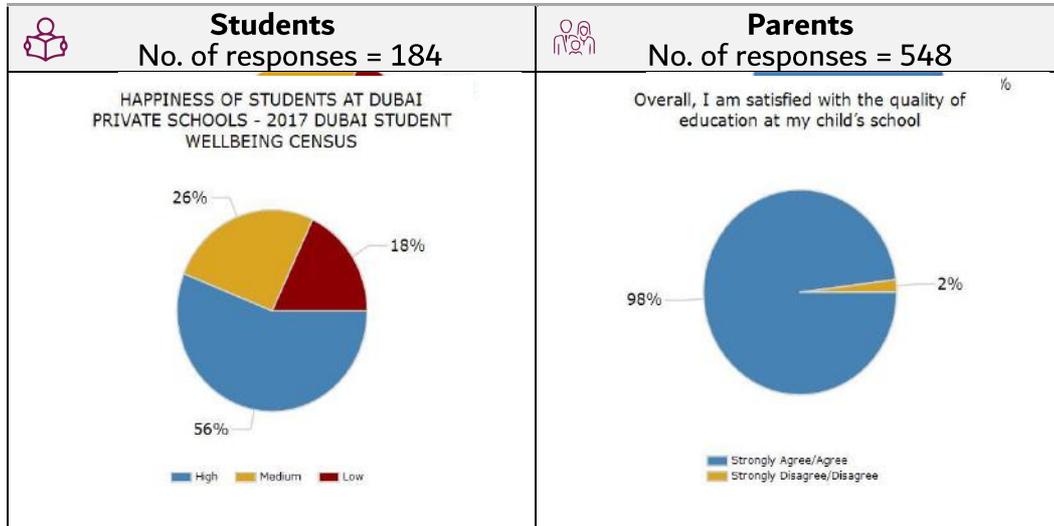
- The principal, capably supported by his senior leaders, has an ambitious vision for the school. Leaders are highly committed to the UAE national and Emirate priorities. Working practices across the foundation, primary and secondary phases are not consistently coordinated or coherent. Senior staff have a clear understanding of what needs to be done but monitoring, especially by middle leaders, is not sufficiently robust.
- The school makes good use of a range of sources including data, observations and surveys in order to evaluate what it does well and inform the planning process. Self-evaluation is wide ranging, although in some instances the school's judgments were over-generous with too much description. Areas for improvement relating to Arabic and Islamic education have been pursued with determination, although the impact of new staff and better training has still to be fully realised.
- Involvement is made as seamless as possible for parents, who appreciate how the school adjusts schedules to ensure they can attend functions and events. Communication procedures and systems are extensive, sophisticated and accessible. Parents regard the school as a respectful, cohesive and highly inclusive learning institution of which they are proud to be partners. Parents are closely involved in education matters and developing initiatives at national and international level.
- The governing body of the school includes wide representation from a range of stakeholders including owners, staff, parents and community members. The board actively and regularly seeks out and welcomes all stakeholders' views. Strengths and weaknesses of the school are generally well known, but governors have not ensured that the school fully meets its safeguarding commitments. Governors offer timely support, encouragement and challenge to school leaders.
- The day-to-day management of the school facilitates very high levels of academic and personal development. Excellent systems to determine the professional development of all staff is centred on the careful identification of individual and school needs. The quality of Arabic and Islamic education teaching has begun to improve through effective recruitment. Internal and external, resource-rich learning spaces have been extended creatively to promote high achievement.

For development:

- Ensure greater coordination and coherence across the foundation, primary and secondary phases of the school, so that all staff agree common policies and work together collaboratively.
- The role of middle managers to monitor their areas and take responsibility for students' pastoral and academic performance.
- Ensure safeguarding requirements are regularly monitored so that shortfalls can be quickly identified and urgently addressed.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> The student survey was generally positive. A large majority of students answering the survey said they felt safe, happy and optimistic. They persevered with their studies and enjoyed positive relationships with their teachers and with their peers. Their participation in sports was much higher than average in schools across Dubai. Their participation rates in music and art were similar to other students across Dubai.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents responding to the survey were satisfied with the quality of education provided by the school. A large majority of parents said their children were happy and felt safe. A large majority of parents said that school leaders and staff listened to them and acted on their views. Most agreed they had access to all of the information and support needed to help their children in their education. Written responses were invariably positive, especially about the support provided for students when they joined the school and as they moved through the school. Parents raised some concerns about parking, but most felt that this had been suitably addressed by the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae