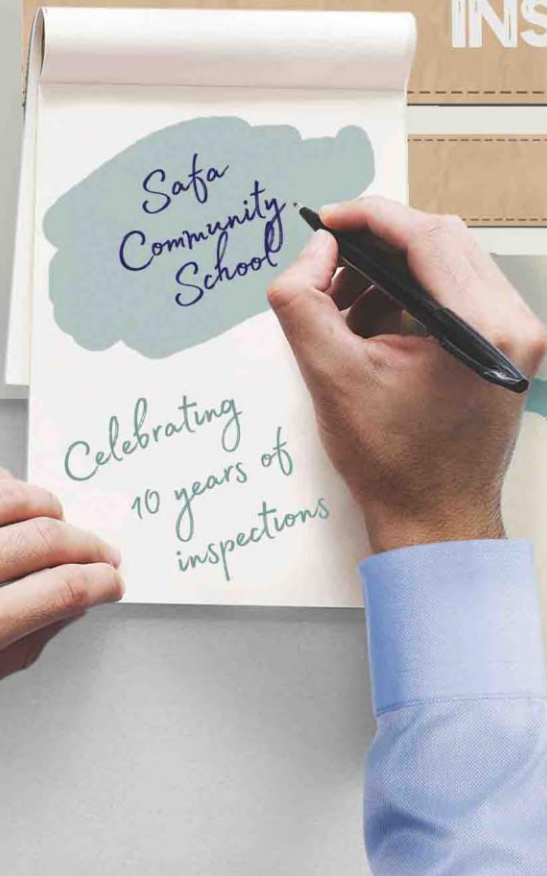


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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School information

General information

Location	Al Barsha South, Dubai Land
Type of school	Private
Opening year of school	2014
Website	www.safacommunityschool.com
Telephone	0971 43851810
Address	Al Barsha South, Dubai Land
Principal	Stephen Duckitt
Principal - Date appointed	9/1/2015
Language of instruction	English
Inspection dates	19 to 22 February 2018

Teachers / Support staff

Number of teachers	101
Largest nationality group of teachers	UK
Number of teaching assistants	56
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	4%

Students

Gender of students	Boys and girls
Age range	3-15
Grades or year groups	FS1-Y10
Number of students on roll	1166
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	30
Number of students with SEND	69
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK /
External tests and examinations	IGCSE
Accreditation	None
National Agenda benchmark tests	GL, CAT4

School Journey for Safa Community School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2016-2017



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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 (This is the minimum level for every school 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

Summary of inspection findings 2017-2018

Safa Community School was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

All leaders know students very well and are successful in establishing a highly inclusive school. Data is analysed accurately and priorities swiftly identified. As a result, the school has significantly improved the effectiveness of provision in many areas. The owners and governing board are very effective and successful in holding leaders to account, ensuring success for all groups of students.

Students' achievement

Students in all phases make rapid progress in their learning and attain at a good level in English, mathematics and science. Achievements in Arabic and Islamic education are not as strong, although attainment in Arabic as an additional language is no longer weak. The development of learning skills is strengthened in the primary and secondary phases. As a result, learning skills are very strong throughout the school.

Students' personal and social development, and their innovation skills

Students' personal development is excellent throughout the school, which is underpinned by a very strong sense of personal responsibility. Students are very articulate advocates for learning. However, their understanding of Islamic values, Emirati and other world cultures is not as strong. Students are very keen to contribute to the common good and their eagerness to volunteer is particularly impressive in the secondary phase.

Teaching and assessment

Very strong teaching is evident throughout the school but it is not as consistent nor as effective in Arabic and Islamic education. The arrangements and processes for assessment are strengthened. Consequently, the use of the analyses of data to inform and enable teachers to make adjustments to their teaching is very effective.

Curriculum

As the school population grows, the curriculum is being designed and adapted imaginatively to meet the needs of all groups of students. Following reviews of the curriculum and analysis of the data, adjustments to the timetable are made to ensure that implementation of the curriculum is consistently effective. Modifications to support students with particular talents or special educational needs are very successful.

The protection, care, guidance and support of students

Arrangements to keep all students and staff safe and secure have been strengthened and, as a result, are highly effective. Pastoral care is significantly improved following the appointment of additional leaders with responsibility for connecting the care to the learning. Very strong staff and student relationships underpin successful behaviour management systems. The school is highly inclusive and learning is suitably personalised for all groups of students.

What the school does best

- The very strong progress students make in English, mathematics and science
- The very effective pastoral care system, which results in outstanding personal development
- The assessment and evaluation systems that support swift modifications to the curriculum to meet the needs of all groups of students
- The strength of leadership at all levels, which is resulting in a highly inclusive school, very effective teaching and a strong promotion of National Agenda priorities.





Key recommendations

- Improve student achievements in Arabic and Islamic education by:
 - holding all senior and middle leaders to account for rapid improvements in attainment and progress
 - implementing a curriculum in every lesson that challenges every student and is adapted accurately to support their learning needs
 - ensuring all lessons are student centred and include the range of effective strategies evident in other subjects
 - modifying the whole school learning environment to promote both Arabic literacy and Islamic culture.
- Raise students' attainment to match the progress made over time in all subjects and phases.

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	Good ↑	Good ↑
	Progress	Very good	Very good ↑	Good ↑
Science 	Attainment	Very good	Good	Good ↑
	Progress	Very good	Very good ↑	Very good ↑
		Foundation Stage	Primary	Secondary
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	Good	Good	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 ↑	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	Very good ↑	Very good ↑	Very good ↑
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	Very good
Governance	Very good ↑
Management, staffing, facilities and resources	Very good

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student

Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment on the National Agenda Parameter (N.A.P) meets expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- The school has an excellent understanding of the purpose of the National Agenda and their action plan focusses very clearly on strategies for improvement.
- Data analysis is driving forward school improvement. Information about each students' level of achievement is being used to personalise learning.
- Information from the N.A.P is the influencing factor in curriculum review, and adaptation and changes happen as a result of their data analysis.
- Teachers are adapting their approach in the classroom so that the learning becomes more child-centred, with opportunities for research and investigation.
- All students and their parents are aware of the N.A.P. reports. Resources to help students become independent learners are plentiful and used appropriately.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- Leaders are fully aware of the achievements of Emirati students. They make very effective use of assessment data to develop comprehensive strategies to improve the provision for all students, including those who are Emirati. The school provides regular feedback to parents on the progress of their children. However, parents' knowledge of the outcomes and application of CAT4 data is limited.
- In lessons, Emirati students are engaged, enthusiastic and take responsibility for their own learning. They have good levels of determination, resilience and high aspirations. Classroom teachers are responsible for ensuring students reach their targets and effective interventions are in place for all students.
- The school is developing adaptations to the curriculum to promote subject-specific vocabulary and reading. Leaders and teachers fully understand CAT4 profiles and these are used effectively in lessons to plan personalised learning. Although there is some focus on the improvement of verbal reasoning, this is not systematic in all subjects and phases.

The school's provision for raising the achievement of Emirati students is meeting expectations.

Moral Education

- In the primary phase, moral education in discrete sessions is based on discussion about concepts and values such as tolerance, respect and empathy. In the secondary phase topics are integrated with humanities.
- Teaching is effective and based on secure subject knowledge. There is a clear understanding of the importance of a consensus of opinions and discussing contentious issues respectfully.
- Students are enthusiastic, engaged and motivated in their learning about a range of interesting topics, which enables them to explore difficult situations and consider others.
- Peer and self-assessment and formative feedback from staff are working very well. The 'Big Book' for the primary age range has proved successful in recording learning.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The social studies programme is very well planned with an integrated approach across the curriculum, particularly incorporating history and geography. Specific links to UAE context are well developed.
- Very well organised lessons with specific learning objectives and effective use of information ensure the needs and abilities of different groups of students are met.
- Students enjoy discussion and debate. They consider the impact of policies and legislation in different countries in a mature and reflective way within the context of the UAE.
- Assessment procedures are used very well to inform future teaching. The use of reflective feedback from students is under consideration to help them identify the gains in their learning.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- When enabled to use enquiry-based approaches to learning, students demonstrate they can be reflective, independent and divergent in their thinking and problem-solving.
- Students are very responsive to encouragement from the school to participate in a range of projects that stimulate innovative thinking and support inventiveness.
- Teachers use innovative teaching, learning and assessment strategies to promote students' ideas, critical thinking and problem-solving. These include the structure of learning outcomes (SOLO taxonomy) and Kagan grouping.
- Innovation is being developed consistently both inside and outside the classroom. The secondary curriculum provides older students with personalised options and opportunities to study entrepreneurship and enterprise.
- Senior leaders clearly model and apply innovative thinking to support improvements in school provision. They strongly promote a culture of innovation that is well focused on classroom practice.

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

Main inspection report


1. Students' achievements

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

- All students attain similar levels. Their progress, from their starting points, in the primary phase is more rapid than in the secondary phase because prior knowledge is taken into account and adequate specialist terminology is applied. Recitation and memorisation skills are stronger in the primary phase.
- In the primary phase, the progress reflected in assessments is stronger than is evident in lessons. In-depth conceptual understanding and links to real life applications are still developing in both phases. The lack of developed linguistic skills provides a barrier to learning for some Arabic speaking students.
- In the best lessons, critical thinking skills are developed well. However, knowledge and skills gaps are not always identified from assessment outcomes. English speaking students have improved their understanding of faith concepts, such as the difference between Prophets and Messengers.

For development


- Provide targeted support that enables all students to develop the linguistic skills to access Islamic education lessons.

		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate levels in understanding and knowledge in all subject skills that are consistent with the level of curriculum expectations.
- In both phases, speaking and reading skills are better developed because students use familiar vocabularies and sentences in speaking. However, reading comprehension and the ability to write extended paragraphs are not as strong, particularly in the secondary phase.
- Although school assessment data reflects a good level of attainment in both phases, work in students' books and in lessons indicates that students' achievement is not as strong. .

For development


- Provide frequent opportunities for all groups of students to deepen their understanding of texts and write extensively.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable

- Although attainment levels in both phases are improved and are no longer weak, most students only demonstrate levels of understanding and knowledge that are in line with curriculum standards.
- In the primary and secondary phases, students' listening skills are stronger than their speaking, reading and writing skills. While internal assessment data reflect a good level of attainment, work in lessons and students' books is not as strong.
- The level of vocabulary developed by most students is consistent with the number of years they have been studying Arabic. However, their achievements are slowed in some lessons by a lack of challenge and opportunities to apply the language extensively either in writing or verbally.

For development


- Provide frequent opportunities for students to develop extended reading, speaking and writing skills.

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

- Students think critically about their learning from early in the primary phase. They become progressively independent, take responsibility for their learning and work out answers for themselves. Progress is very good because students consistently improve the fluency of their spoken and written English.
- Most students read confidently and appreciate the rich variety of English literature they study, including Shakespeare and modern texts. By Year 10 a majority of students read and interpret obscure meanings, draw conclusions and make thoughtful comments on their learning.
- A large majority of students communicate fluently. They clearly explain what they are learning and act purposefully to review aspects that they need to improve. They check their work and measure their progress against success criteria. Improvement in the accuracy of written work, particularly in spelling, is a main focus.

For development


- Encourage all students to check the legibility, accuracy and fluency of written work and make corrections in response to teachers' marking.

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

- Students' attainment is consistent across all phases. Progress tends to be more rapid in the younger years because of students' lower starting points.
- Students in all phases develop stronger mathematical skills when working with number and mental mathematics than in space, shape and geometry. Students use their knowledge of number to solve problems effectively.
- An improving feature in mathematics is the ability of the students to comprehend word problems, enabling them to focus on the key mathematical features. Close attention is given in lessons to the development of language skills and specialist mathematical language. This is having a positive impact on students' achievement.

For development

- Accelerate progress in the secondary phase by giving the students more opportunities for independent learning.

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

- Because of effective leadership and teaching, students' rates of progress in all groups is very strong. This results in a majority of students attaining above age-related curriculum expectations. In the Foundation Stage, learning about the world through scientific investigations leads to very good attainment.
- Across all phases, students develop their skills of scientific enquiry and scientific knowledge. A range of well-implemented teaching, learning and assessment processes support this. However, on occasion, some of the intended conceptual or knowledge learning outcomes become secondary to them.
- Throughout the year in this expanding school, many students arrive with relatively low levels of prior attainment in science. Because of very strong teaching, across the phases, and a personalised approach to planning effective lessons, a majority of students make rapid and sustained progress.

For development

- Ensure there is a balance between the development of strong subject knowledge and skills in all science lessons.

	Foundation Stage	Primary	Secondary
Learning Skills	Very good	Very good ↑	Very good ↑

- Across all phases students present as keen, engaged and active learners. They communicate their learning with confidence. Older students are strongly aware of their strengths and the critical next steps in their learning journeys.
- All students interact and collaborate well in groups, contributing ideas and listening to and supporting each other. Students, particularly those in older year groups, also work well independently.
- If provided with the opportunity, students demonstrate a flair for the use of technology in support of their learning. When challenged to do so, they show the ability to pursue enquiry-based approaches, often demonstrating the capacity to engage effectively in age-appropriate levels of critical thinking.

For development

- Provide more frequent opportunities for students to use information technology for research, modelling and e-learning in all subjects and year groups.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding ↑

- Personal responsibility is very strong across the school. Young children tend to their own needs and, in this, their confidence and self-esteem are highly evident. Over time, students become more resilient. Older students are becoming increasingly independent and they are able to identify their own strengths and weaknesses.
- Students demonstrate great respect, consideration and tolerance with both their peers and with adults. They have a very strong understanding of how to keep safe and live healthily. Students are exceptionally positive towards school life and enjoy the responsibility of leadership roles.
- A strong emphasis is placed on strategies that support personal development ensuring that good behaviour is encouraged and celebrated. Mindfulness is prominent through lessons. Extracurricular activities involve parents.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They apply the principles and values of Islam, such as cooperation, respect and protection of the environment, during lessons and in their break times.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. Students care and are knowledgeable about many of the cultural aspects of UAE. They participate in a range of activities that celebrate them.
- Students demonstrate a clear understanding, awareness and appreciation of their own cultures and exchange ideas about the different countries they come from. However, students' knowledge of other world cultures is not as strong.

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

- All groups of students participate willingly in all activities that contribute to the community. In the secondary phase students support projects to teach refugees English at the weekend, reflecting and building the skills of empathy and awareness of the needs of others.
- Students are instrumental in developing environmental projects that deepen their understanding of energy generation and sustainability. The various gardens in the school provide particular interest to some groups of students in the primary phase. Year 4 students enthusiastically track and monitor energy consumption.
- Although students display a very strong work ethic and are eager to initiate projects that enable them to think differently and innovatively, not all the projects are sustained or result in improvements.

For development

- Modify all areas of the learning environment to promote Arabic literacy and Islamic culture and enable all groups of students to deepen their understanding of them.

3. Teaching and assessment

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

- Across all phases, highly effective lesson planning is rooted in teachers' very good subject knowledge and their secure understanding of how children learn.
- The effectiveness of teachers' questioning strategies is strong and often incorporates the purposeful development of skills in critical thinking. However, in some lessons, particularly in Islamic education and Arabic in the secondary phase, teachers' questioning skills are not as effective and there is insufficient pace and challenge.
- In other key subjects, teachers more consistently plan work that is accurately informed by assessment information, sufficiently personalised and appropriately challenging for almost all students and groups of students.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good ↑	Very good ↑

- Staff in all phases effectively record and track student's progress so that any gaps in learning can be addressed. Teachers, in the majority, but not all, subjects, are using this information to inform their planning and adjust their teaching to meet the learning needs of different groups of students.
- Assessment data is analysed very effectively across the school. The outcomes of the analyses provide clear direction for making any modifications to the curriculum, which are implemented to strengthen students' achievements.
- Students assess themselves against the Solo Taxonomy to help them focus on the areas in which they still need to improve. This enables them to become more aware of their own strengths and weaknesses. As a result, many students are making more rapid progress in their learning.

For development

- Ensure assessment information is used consistently in all subjects.
- Consider more carefully the individual needs of learners when planning and resourcing teaching for effective learning in Arabic and Islamic education particularly in the secondary phase.

4. Curriculum

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

- The curriculum is broad, balanced and successfully implements the new National Curriculum for England (NCFE) in all subjects. Very good transition arrangements ensure smooth progress between phases, for example from Foundation Stage to Key Stage 1 in phonics. However, continuity and progression is not as evident in Islamic education.
- Throughout the school, the curriculum is reviewed regularly. The secondary curriculum provides a rich variety of subjects. The school is preparing for full implementation of KS4 iGCSE examinations, including Arabic. There is a highly effective personalised GCSE curriculum in place.
- Cross-curricular links are particularly strong in the primary phase. The natural science theme covers topics such as environmental pollution and natural disasters. These are integrated across social studies, art, science, humanities and English, enabling students to make connections in their learning linked to the real world.

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

- Overall the school is successfully incorporating the assessment changes required to implement the NCfE. Adaptations are effectively and accurately made to the curriculum to raise students' attainment when measured against external benchmarks, such as GL progress tests, TIMSS and PISA.
- Opportunities for independent research and enquiry are promoted in all phases. Modifications to the mathematics curriculum provide a clear focus on mastery levels for the more able students. Topics in cross-curricular themes are frequently linked to Emirati culture and support a good understanding of the UAE society.
- Flexible timetables promote curriculum enrichment in music and sports, thus enabling gifted and talented students to thrive. Extra-curricular activities foster creativity and enhance students' personal development.
- Arabic is taught for 40 minutes per week in FS1 and in two sessions of 40 minutes for FS2.

For development

- Ensure continuity and progression in the Islamic education curriculum is consistent in all phases.

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

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

- Rigorous procedures to ensure the protection, care, guidance and support of students are consistently applied throughout the school. Safeguarding arrangements and staff training are given high priority, as are medical care and guidance. Students report they feel very safe and happy in school.
- The premises are well designed, spacious and provide an excellent, safe learning environment for all students. Risk assessments are particularly well done and regular routine checks and maintenance ensure the building remains safe and hygienic. Medical staff are vigilant in their care of students.
- There are very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying. The arrangements for morning and afternoon arrivals and departures, including using school transport, are very well organised.

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

- The ethos of mutual trust and respect is a strength throughout the school. Staff show high levels of care and concern for students. The promotion of positive behaviour is very successful and the school has rigorous procedures to promote and monitor attendance.
- The school's support for students with SEND is very effective and interventions are personalised to meet the individual needs of students. Nearly all staff are skilled in supporting students with complex needs, and those who are gifted or talented.
- The establishment of a strong pastoral team has improved the quality of support and guidance across the school. Older students develop their knowledge of careers through work experience and visiting speakers, and the school is planning to expand the careers programme for secondary students.

For development

- Expand and develop careers education in the secondary phase.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- The highly inclusive ethos is evident throughout the school. The leader of inclusion has vision and drive, which has resulted in improved provision and outcomes for students with SEND. Staff are well-qualified and experienced. Inclusion is represented well at governor and leadership levels.
- Specialist staff make good use of a range of assessment tools to identify accurately students with SEND. The school works effectively with outside agencies when formal diagnosis is required. Timely interventions are well-matched to students' learning needs and also develop students' resilience and independence.
- The school keeps parents fully informed about their children's progress and encourages parents to give feedback, review and set targets. Most parents are actively engaged in supporting their children and staff provide them with valuable guidance.
- The curriculum is modified and personalised to meet the wide range of needs of students with SEND. Specialist staff and most learning support assistants (LSA) and teachers are very skilled at helping students work on their next steps in learning. However, in some Arabic and Islamic education classes, the quality of support is inconsistent.
- Staff make very good use of a range of assessment information to track and monitor students' progress closely. Students are involved in setting and reviewing their targets. Most students with SEND make better than expected progress in their personal and academic development.

For development

- Ensure the needs of students with SEND are met, and their progress in Arabic and Islamic education lessons is accurately tracked and monitored.

6. Leadership and management

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	Very good

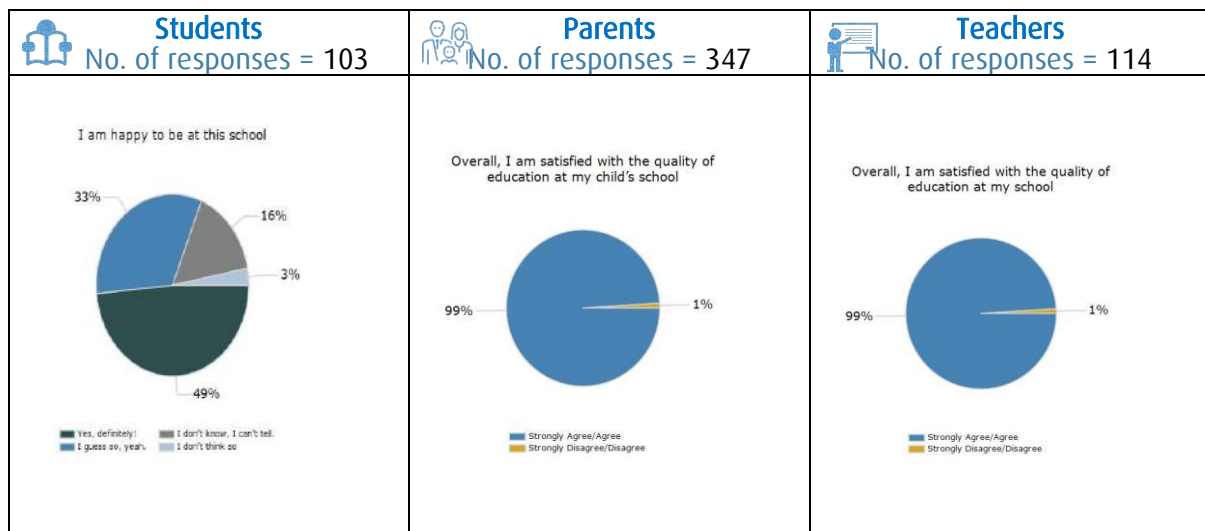
- The principal and the head of primary articulate a strong vision and set a very clear direction for the school. They are strengthening middle leaders' capacity to support high levels of achievement. The school is highly inclusive and leaders are exceptionally knowledgeable about the needs of all groups of students. Consequently, the learning culture is very positive, relationships are strong and students make very good progress in their learning in the majority of subjects.
- Supported by rigorous systems for evaluating all aspects of school provision, monitoring of learning and student achievement is frequent, in-depth and accurate in most subjects. Consequently, all leaders know students' learning needs well. Interventions and timetable adjustments resulting from the monitoring are swift and underpinned by skilful improvement planning. Rapid improvements in students' achievements in English, mathematics and science are evident in all phases.
- As a result of highly effective communication systems, parents are fully informed and appreciative of all aspects of school provision. They receive detailed information about their children's learning and achievements, including the development of thinking skills. A strong sense of partnership is evident, with parents, students and staff working closely together to contribute to and build a robust learning community.
- The owners promote, and are successful in establishing, a highly inclusive school. With strong representation from the parents and the wider community. Governors hold leaders rigorously to account for all aspects of provision. Views of all members of the school community are frequently sought and responded to. Insightful and effective strategic decision making is resulting in improvements in most aspects of learning.
- The school is highly organised. Timetabling is imaginative and flexibly adapted to meet students' learning needs. Generally astute recruitment and deployment of staff supports and strengthens students' achievements. However, in Islamic education and Arabic departments some of the staff lack the specialism required to drive improvements. The learning environment is attractive, inviting and stimulates strong student engagement and effective teaching.




For development

- Enable all middle leaders to take collective responsibility and work quickly to strengthen students' achievements in all subjects.

The views of parents, teachers and senior students

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



 Students	<ul style="list-style-type: none"> Of those students who responded to the survey, almost all are overwhelmingly positive. They feel safe, involved and happy to belong to the school community. A few would welcome more opportunities to develop leadership skills.
 Parents	<ul style="list-style-type: none"> Nearly all parents who responded to the survey, express a strong appreciation for all aspects of school provision. There is particular praise for the inclusive nature of the school. Parents report their children are safe and are learning quickly. A few express concerns about the quality of Arabic.
 Teachers	<ul style="list-style-type: none"> All teachers who responded to the survey, feel Safa Community School is a special place to work. Professional development is helping them become better teachers. A strong sense of collegiality was expressed, with teachers reporting all staff "go out of their way" to support the well-being of students.

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