



Foundation Stage
Prospectus

Rated 'Outstanding' by BSO



This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. 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).

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their 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 registered on Edubase. Read more about BSO Inspection.

PRINCIPALS WELCOME

Our mission is clear, our promise secure, and our commitment real and genuine.

We are a school that listens, and your voice will be heard. Our open door policy has helped to ensure that we have created a refreshingly honest and active communication network with parents and pupils.

A warm welcome to our effervescent and successful school where happy children, inspiring teachers and modern state of the art facilities combine to create a vibrant, innovative, friendly, engaging and nurturing environment for your children.



Leanne Fridd
Principal

Our pupils grow in self-confidence daily, and the Safa learning community is based on preparation for the world our children will enter; an education grounded in sound morals, relevant 21st century skills, secure academics and strong partnerships.

We challenge our pupils to outperform, whatever their ability. Every child has an equal voice; we believe in fairness in a competitive culture. We seek out hidden talents and actively encourage the best in everyone. At Safa, all our pupils are motivated to enjoy a myriad of new and exciting opportunities, activities and experiences. We love to celebrate their many all-round achievements and we pride ourselves on the individual attention we offer every child, whatever their age or needs.

I look forward to meeting you and your children.

OUR VISION

At Safa Community School, we aim to enable our learners to have success for today and to be prepared for tomorrow.

OUR MISSION

Diversity

To be a community of diverse nationalities where we celebrate diversity while building on local ethos and culture to create truly multinational citizens that will be leaders in their respective fields.

Excellence

Through the implementation of latest teaching methodologies our overriding aim is to ensure that every student of the school is able to excel academically across all core subjects.

Development

We will provide excellent professional development and bespoke career development opportunities for all staff and will build a highly professional workforce who are both challenged and supported to work to excellent standards at all times.

Differentiation

To enable each student to realise his/her full potential through a school policy of differentiation in planning and teaching.

Individuality

We will have a learning environment that removes all barriers to learning and have provisions in place that address the unique needs of all our individual learners.

Sports

Sports will be an integral component of our educational offering and will be used to impart life long skill sets of grit, perseverance and self discipline. Our challenging sporting curriculum invites our students to develop both physical and psychological well being.

Feedback

We will provide our parents with high quality information, reports and feedback about their child's progress while encouraging their active involvement via a programme of meetings, parent's forums and social events.



Children enter Nursery with listening and speaking skills which are better developed than in typical for their age. As pupils move up the school, they make outstanding progress in every year group.

BSO INSPECTION, 2022

AT A GLANCE

All Through British Curriculum School

It takes a community to raise a child. At Safa Community School our holistic approach to education has been developed to optimise the emotional, cognitive and physical well-being of your child. We view our relationship with parents as a partnership and to this end have an open door policy. Through honesty, transparency and mutual respect, we can harness the full potential of each child.

Our school's culture advocates inclusivity, tolerance and respect, it is a place where all children feel secure and appreciated. Our globally-recognised British curriculum ensures your child receives a world-class education – A gift for life.

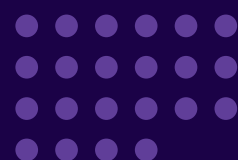
Founded in 2004

SCS opened in September 2014 and won 'The Best New School in the UAE' award.

Location

Our campus is conveniently located in Al Barsha South

FS1

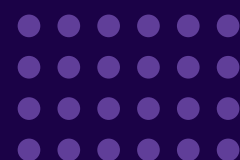


22 Children



3 Adults

FS2



24 Children



3 Adults



2,064 Students

51:49 Male to Female Ratio



8:1 Student to teacher ratio

24 students per class



78 Nationalities

British being the largest demographic



17 Years

In Education



315

Staff Members



118

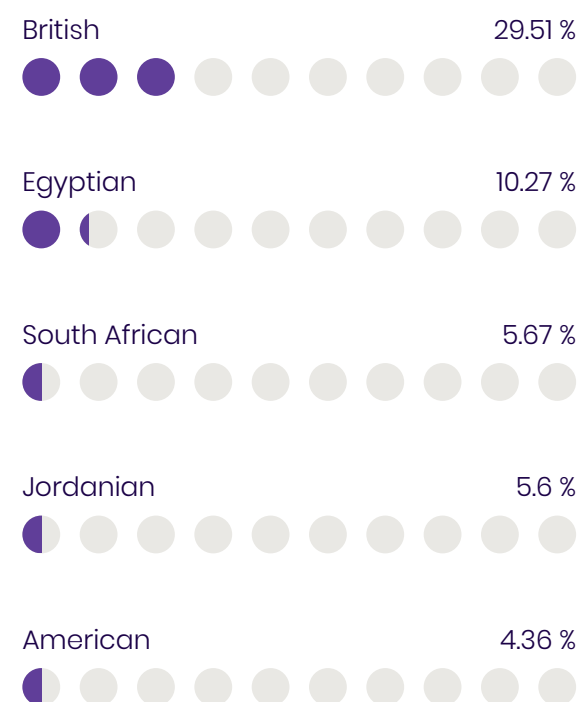
Subject Teachers

AT A GLANCE

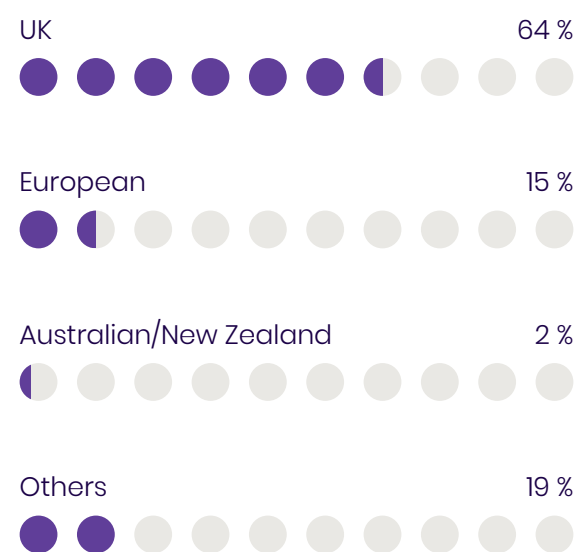
Key Student Facts

We take great pride in being a truly global community with families from different countries and cultures with the largest demographic (29.5%) being British, followed by Egyptian (10.2%) and South African (5.6%). Approximately 50 students at the school are Emirati (2.4%). Boys and girls are split fairly equally at a ratio of 51:49.

Student Demographics



Teacher Demographics



In the early years, skilled teaching staff use every opportunity to develop language. Children confidently read aloud and engage in extended conversations with adults. They listen to stories with sustained concentration. By the end of the Reception Year, they are read to make a flying start to the demands of Year 1.

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ABOUT OUR CAMPUS

Child-friendly Environment

Child-friendly Environment

The term "child-friendly" should be implicit in any school environment. After all, a school should be a home-away-from-home, an inviting space to explore, play and learn. At SCS the interior and exterior have been designed to create a positive pedagogical environment. In order to support each child's developmental milestones, we have four buildings on our campus. Each space supports age-appropriate learning that prepares the child for the next phase. While our physical structures are separate, our community is one.

Classrooms

Empirical research has proven that a strong foundation phase is critical to a child's future success. As parents and educators we have one chance to get it right and it starts early. We know that learning through play enables and empowers a child to explore the world. At SCS our classrooms are equipped with leading educational resources. We are mindful of creating a balance between indoor and outdoor areas, so each classroom opens into a spacious outside terrace..

Specialist Rooms

Students attend their specialist lessons in state of the art learning spaces. All of our specialist teachers are also EYFS trained to ensure best practice methodologies are

applied consistently throughout the Early Years Foundation Stage. Classrooms are designed to support child initiated learning which provides learners with autonomy and independence in their learning.

Sports Facilities

You are never too young to live a healthy lifestyle. Apart from the obvious health benefits of exercise, sport teaches our young children valuable life-skills: how to be part of a team, the importance of being a gracious winner and loser and the value of focus . Above all sport, especially for older grades, is quantifiable: practise makes perfect! Our sports facilities include: **Sports Hall • Dance Studio • Auditorium • Field • Netball Courts • Swimming Pool**

Outdoor Play

At Safa, learning is seamlessly integrated throughout our learning environments. This includes the outdoor areas for the children. Not only are our classrooms designed to provide a free flowing link between the outdoor and indoor environments, the outdoor areas are fully equipped to meet the needs of all of our learners. This is achieved through the use of learning sheds for english maths and science and also through physical activities that promote climbing, jumping and crawling which all support children's growth and development.

MEET OUR FOUNDATION STAGE TEACHERS

Teachers Who Care

Our foundation stage teachers have a wealth of experience. They share a passion for teaching and a commitment to learning. SCA fosters a collaborative approach in the staffroom which leads to skill-sharing and support. Our ratio of adults to children is 1 to 8. This allows us to give each child the care and support they need



Leanne Fridd
Principal



Hannah Howard
Assistant Head
Foundation



Jemma Hudson
Head of Primary



Cherene Green
Assistant Head Learning
& Teaching



Sarah Morrissey
Head of Inclusion
FS & KS1



See our Foundation
Stage Teachers



Almost all children in the early years make consistently good progress from their starting points. Children quickly acquire skills in number, shape and measure, through practical and investigative activities. They connect learning to real-life solutions.

Early Years Foundation Stage

In the early years, we focus on fostering a love and excitement for learning while instilling a growth mindset, a passion for following their interests and leading their own learning.

Our aim is to nurture each individual, to enhance their strengths and to support each child as they develop new skills. It is important that we encourage children to reach their full potential by taking individual needs, learning styles and interests into account through a play based approach to learning. A square peg won't fit into a round hole, likewise we cannot approach each child in the same way.

7 Areas of learning

Nurturing your child's unique needs

01 Communication and language

02 Physical development

03 Personal, social and emotional development

04 Literacy

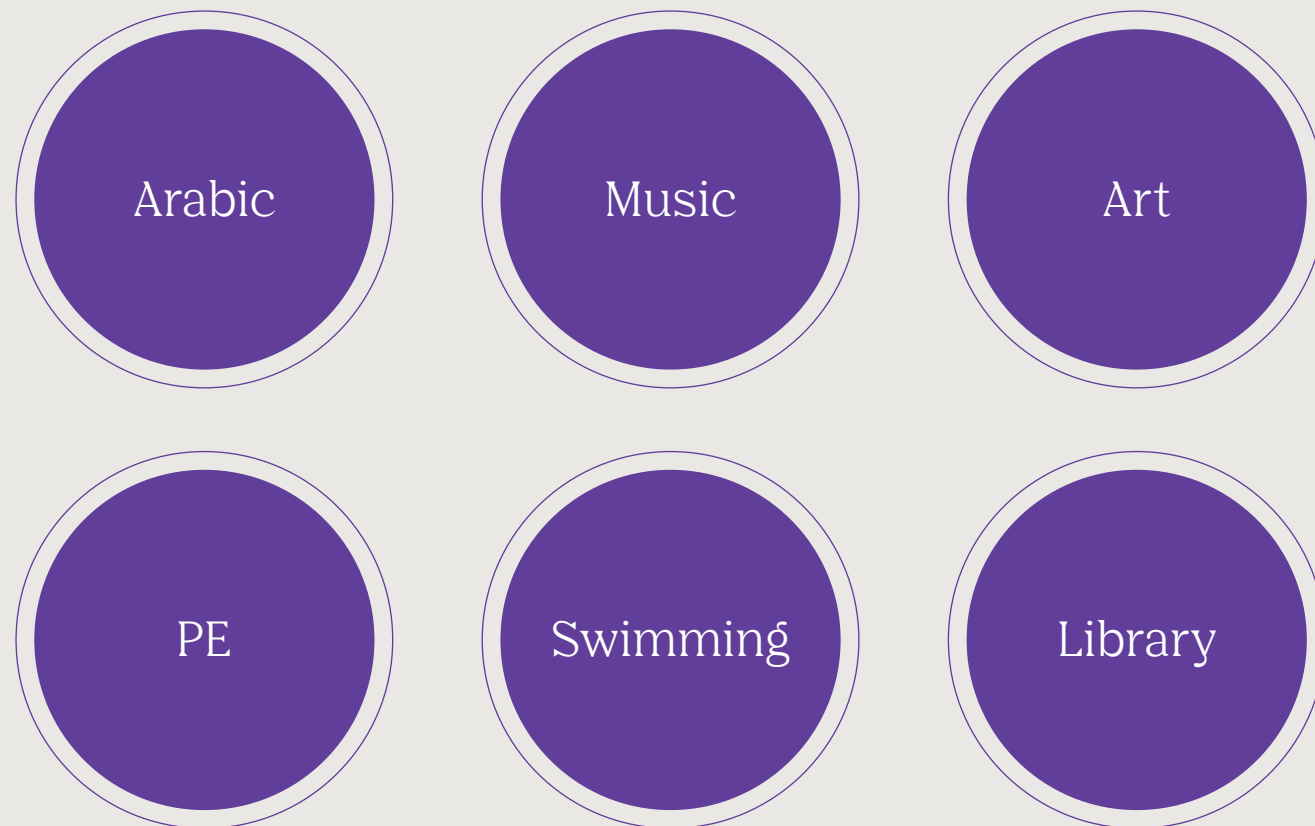
05 Mathematics

06 Understanding the world

07 Expressive arts and design



Specialist lessons



Positive reinforcement



01. Reminder



02. Talk time



03. Think time



04. Evaluation



05. Monitoring



On entry, most children have skills that are typical for their age in communication and language, mathematics and knowledge and understanding of the world. Those who have not attended a nursery are slightly behind those that have.

School Timings

FS1	Monday – Thursday
Bus Arrival	07:30
Drop off	07:25 – 08:10
Pick up	13:30
Bus Departure	13:00
Sibling Club	14:10 – 14:30

FS1	Friday
Bus Arrival	07:20
Drop off	07:20 – 08:00
Pick up	11:20
Bus Departure	12:00

FS2	Monday – Thursday
Bus Arrival	07:30
Drop off	07:25 – 08:00
Pick up	14:10
Bus Departure	14:40
Sibling Club	14:10 – 14:30

FS2	Friday
Bus Arrival	07:20
Drop off	07:20 – 07:50
Pick up	11:20
Bus Departure	12:00

Example timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
P1	Literacy Exploration	Literacy Exploration	Literacy Exploration	Literacy Exploration	Literacy Exploration
P2	Library	Swimming	PE	Arabic	Maths Exploration
Snack					
Break					
P3	Maths Exploration	Maths Exploration	Maths Exploration	Maths Exploration	Art
P4	Child-initiated Play	Child-initiated Play	Child-initiated Play	Child-initiated Play	Art
P5	Music	Child-initiated Play	Science Exploration	Assembly	Home time
Break					
Lunch					
P6	Child-initiated Play	Child-initiated Play	Child-initiated Play	Child-initiated Play	
EoD	Story Time	Story Time	Story Time	Story Time	
Home time					

	Monday	Tuesday	Wednesday	Thursday	Friday
Registration					
P1	Phonics Exploration	Phonics Exploration	Phonics Exploration	Phonics Exploration	Rhyme Time
P2	Child-Initiated Play	Child-Initiated Play	Child-Initiated Play	Child-Initiated Play	Child-Initiated Play
P3	Library	Music	Swimming/PE	PE	Science Exploration
Play					
Snack					
P4	Maths Exploration	Maths Exploration	Maths Exploration	Maths Exploration	Maths Exploration
P5	Arabic	Art	Arabic	Child-Initiated Play	Child-Initiated Play
Lunch					Home time
Play					
P6	Child-Initiated Play	Child-Initiated Play	Child-Initiated Play	Child-Initiated Play	
P7	Story Time	Story Time	Story Time	Assembly	
Home time					

Daily programme

FS1 Classes

Five Day Programme

(3 Years Old)

Our standard FS1 classes run for five days a week in line with the rest of the school community. Children learn, not only from their teachers, but each other as they develop friendships and develop social skills. At SCS we ensure a healthy balance between child and adult led activities – thus supporting the child's development, whilst encouraging their independence.

FS2 Classes

(4 Years Old)

The Early Years Foundation Stage (EYFS) Framework sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

The Foundation Stage Curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

FS1 Flexi Classes

Three or Four Day Programme

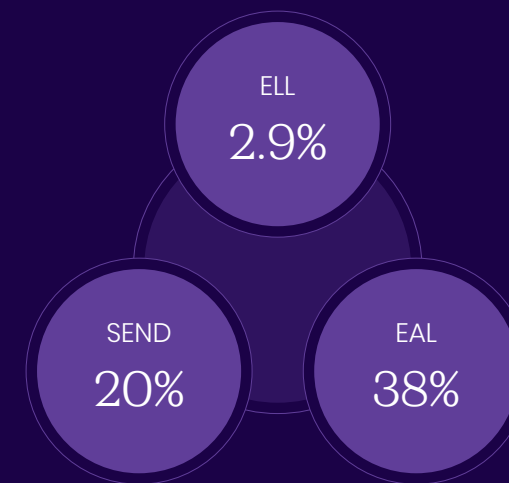
(3 Years Old)

At SCS, we understand that five days of school may not suit all families of FS1 children. The aim of the Flex-FS1 programme is to make the children's journey into a formal educational environment easy, fun-filled and stress-free for parents. Every child progresses at a different rate and there should be no rush or anxiety for parents to acclimatise their child into the school experience.

FS1 Flexi is a parallel stream of FS1 that will have significantly more flexibility for the parents / children who need it. This programme will give parents the flexibility to:

- Choose a three day or four day option instead of a five day option in the first two terms (note that all children will need to attend five days in the final term as they prepare for FS2).
- Enjoy a longer drop-off period to suit those who want an early drop-off or a later drop-off.
- All adequate measures will be taken to create a flow between the standard FS1 classes and the Flexi-FS1 classes.

Every child has a place at SCS



Through School Percentages
(ELL, EAL and SEND)



SCS is a community committed to Inclusion, where personalised learning puts the child at the heart of the curriculum. We follow the well-being model to ensure that each child is supported emotionally and socially as well as academically.

Within our diverse school community, the needs of all children are supported, valued and respected. This may include supporting children with social, emotional and academic challenges, children that are gifted and talented, and children that are English Language Learners. The Inclusion Team support personalised learning, where appropriate, through specific targeted interventions or enhancements, and curriculum or environment adaptations.

Transition

Once a place in FS1 or FS2 has been confirmed, arrangements for transition are communicated to parents in writing. Arrangements for transition include:

FS Information Evening

New parents are invited to a meeting at which they meet the Leadership Team and receive further information about the setting and the settling-in process.

Play Dates

Prior to the new Academic Year, new children to SCS are invited into school to become familiar with their new learning environment, including FS classrooms, shared areas and outdoor learning spaces adjoined to classrooms.

‘All About Me’ documents

Detailed child Information collected from the parents is shared with teachers prior to the children starting school to ensure they can support all learners in settling into SCS.

Meet the Teacher Profile

It is important that our new learners and their parents are fully informed about their new teacher, therefore we send a teacher profile and video out to parents over the summer break.

New Student Morning

Prior to all learners returning to SCS, new children take part in a virtual tour into school to see their new classroom and they meet their new teacher during a Zoom meeting.

FS Staggered Start

All children entering into FS1 complete a staggered start during the first week of term where they come to school 2 hours per day in smaller groups. This allows for teachers and teaching assistants to fully support the children in settling into their new learning environment as well as getting to know their personalities, interests and needs.

FS Information Evening

During Term 3 of the previous academic year, the parents are invited to a Zoom information evening run by the EYFS Senior Leaders. This evening is a chance for parents to gain an insight into the year ahead.

Parental involvement

Seesaw

our main learning platform which provides a digital portfolio of your child's learning and it is also a simple parent communication tool.

Whatsapp Group

Each class will have a WhatsApp group managed by a Class Parent Representative.

School Reports

Parents will receive two formal school reports each year, once at the end of Term 1 and the other at the end of Term 3.

Parent/Teacher Meetings

These take place on a regular basis, however, initially to support with Government initiatives these will be completed via video conferencing.

This Week We Are Learning To..

Each Thursday afternoon, classroom teachers will post on Seesaw a copy of your child's 'This Week We Are Learning To'. This document will highlight the class focus for the following week. Teachers share new vocabulary and practical ideas for parents to utilise at home to further support their child's learning and development.

Communication with teachers

All parents will receive an email address for their child class teacher. This allows for communication between parent and teacher. Regular updates are also regularly communicated via Seesaw.

There are excellent transition arrangements for children for admission, including pre-visits and staggered entry. Consequently, children rapidly gain confidence in their new routines and demonstrate independence in their learning. Teachers have high expectation of the children. They accurately assess their performance daily.

BSO INSPECTION, 2022



AT A GLANCE

Essential Information

Age Placement Guide

Child's age (as of Aug 31)	13 Year curriculum (Safa Community School)	12 Year curriculum
3 Years	FS1	Pre KG
4 Years	FS2	KG 1
5 Years	Year 1	KG 2

FS1 Assessments

Assessments are not required although a recent Nursery report is requested, all new starters are also invited for playdates, where our staff make observations to inform class placements.

Bathroom Assistants

There will be additional bathroom assistants provided for the FS1 classes to further help children in their toileting and other needs.

FS2 Assessments

Assessments are based primarily on observation of the child at play, engaging her/him in conversation. We observe children at play looking at physical development and body awareness.

Toileting Policy

All children are expected to be toilet trained by the time they enter FS1. We understand that there are times when children have accidents and will need support with this. Children will be encouraged to change themselves if a minor toileting accident occurs.

AT A GLANCE

Essential Information



FS1 Uniforms

Children will wear PE kit (Polo Top and Shorts) which will further enhance our commitment to child-friendly learning.

FS2 Uniforms

Purple and white striped short-sleeved dress or skirt (skirt/shorts combined) for girls, navy shorts or long trousers and a purple/white striped short-sleeved shirt.

Transport

Safa Community School transport is provided by School Transport Services (STS). STS is a well renowned and leading transport provider in the region, and currently provides school transport to over 60k students daily, from more than 50 schools throughout the UAE. We also provide our own transportation services for areas that are not covered by the STS. Scan the QR code to view timings and prices.





Children are well behaved, keen and happy learners, willing to take risks because of the supportive nature of the early years. Teachers value their options. The school has adopted a positive reinforcement model towards managing behaviour. Communication with parents is central to each child's welfare and parents value the online platform for recording information.



SAFA COMMUNITY SCHOOL

Awards & Accreditations



FAQ's

How do I know my child is ready for school?

Through a process of observation and talks with both the parents and the child, our expert staff will be able to gauge a child's school readiness.

What is the school's policy regarding discipline?

We have a zero tolerance approach to any form of behaviour that inflicts bodily or emotional harm on another child. We have a policy which outlines the constructive steps we take to both prevent and deal with behavioural issues. Fortunately, this is seldom a problem. Children who feel heard are able to express themselves constructively within a contained and safe space.

What is your Covid policy?

We adhere to government-mandated Covid policies and every precaution is taken to ensure that the school is a healthy environment. We follow all Covid protocols and are vigilant when it comes to cleaning and sanitising all surfaces. All classrooms open up onto an outdoor terrace which also increases ventilation. We are aware of the anxiety that Covid has caused adults, so we are mindful that the children need us to be calm. We can be responsible and effective without panicking. Like everything, we use Covid as a learning experience: from washing hands with lovely slippery soap, to giving each other air hugs! Regarding infections in the school, we are transparent in our communication with parents.

What are your class sizes?

There is a maximum of 22 students in our FS1 classes and 24 in our FS2 and classes.

FAQ's

I'm working in Dubai on a short contract, when I return home, will my child be okay at her new school?

We often get asked this question and the answer is yes, your child will be more than okay. In fact your child's move should be seamless as we are an international school with a British curriculum. We have received many happy letters from past parents saying how well their child has adjusted to their new school, in some cases they are even ahead of their classmates.

Will my child be aware they are being assessed?

No, we assess students in a very child-friendly way and complete many assessments, indirectly through play and observation.

Do they bring their own food, or are they given school lunches?

Children can bring in a packed lunch with their familiar foods from home. Alternatively, they can have lunch provided by the canteen, which is delivered to the classroom as a packed snack and lunch. behaviour and that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes. At such a young age, it is important to note that behaviours are often ways in which FS children will communicate their needs. We work in partnership with parents at all times to support children's behaviours and needs.

What is the ratio in each class?

In all FS classrooms, we have 1 teacher and 2 learning assistants.

FAQ's

What will happen in the first week at school?

Following our meet the teacher, parent/teacher meetings and play date events, FS1 children will have a short day for the first week as they join the school for 2 hours per day. FS2 will return to school as normal. The main focus for this time is that the children settle in and build strong relationships with their teacher, teaching assistant and new classmates.

What if my child does not settle in during the first week of school?

In the event that your child requires a bit more time to settle into school. We will work with you and your family on an individualised plan to support your child's transition to school.

Is there a doctor or nurse on-site?

We have a school doctor and nursing team on-site at all times. This team also supports the EYFS with health education and the health of our students.

Does my child need to be toilet trained starting school?

Yes, all children from FS1 need to be toilet trained before they start school. As a school, we are understanding that children will have accidents from time to time and we support children when required.

Can we pack a lunch/is the canteen open to FS children?

Yes, the purchasing of school lunch is available for our children in the Foundation Stage. Parents are also welcome to pack a lunch.

FAQ's

Does my child need to bring anything to school?

FS students are not required to bring any supplies for school. A change of clothes, hat, water bottle and backpack is sufficient.

Do students receive home learning?

From time to time our students will be asked to complete small projects at home such as a family poster or to bring an item in from home for show and tell. Our FS2 students will receive some light reading for home learning and in term 3 our FS1 students will begin to take home wordless readers to prepare children for FS2.

What extracurricular opportunities are available for students?

A full Extracurricular programme is available for students from Year 1 onwards. Some of the extracurricular activities on offer include soccer, music, yoga, dance, and art to name a few. On Fridays, paid Ecas are available to our FS children.

What is your policy for behaviour management?

At Safa, we focus on the positive and we constantly look to seek out examples of "catching the children being good" and consequently recognise such achievements. We strongly believe that praise is the most powerful form of influencing children's behaviour and that all pupils have the opportunity to make positive choices about their behaviour and influence outcomes. At such a young age, it is important to note that behaviours are often ways in which FS children will communicate their needs. We work in partnership with parents at all times to support children's behaviours and needs.

FAQ's

How am I kept informed regarding my child’s development?

An end-of-term report is shared at the end of term 1 and term 2. Parent-teacher conferences take place each term. Parents are also regularly updated via our parent communication app – Seesaw.

My child does not speak English, how will they be supported?

Our inclusion team work very closely with class teachers to ensure the needs of all children are met and to put strategies in place to support all children in achieving their best potential. Partnership with parents also plays a vital role here as teachers work to support language development.

Can I get involved/volunteer?

Parents are welcome to get involved in various events throughout the year. This includes free flow, class trips and schoolwide events. How can I speak to my child’s class teacher? Class teachers can be contacted via email. Meetings may also be arranged if required.

FAQ's

What if I have a concern about my child?

If you have a concern about your child, there are many different supports and points of contact available to parents. Your child’s class teacher is an excellent first point of contact however there are also additional supports available to Safa families.

Supports in place	I have a concern about my child’s development	I have a concern about my child as we are going through a difficult period at home	I have a concern about my child being unhappy at school
Child’s class teacher	●	●	●
Head of Year	●	●	●
Head of foundation stage (Pastoral lead)	●	●	●
FS Special educational needs coordinator Mrs Sarah Morrissey	●		
Head of Inclusion Mrs Nadine Hutchinson	●		
School Counsellor		●	●



Find out more at
safacommunityschool.com
