



المعرفة Knowledge



SAFA COMMUNITY SCHOOL

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER




























OUTSTANDING

CONTENTS

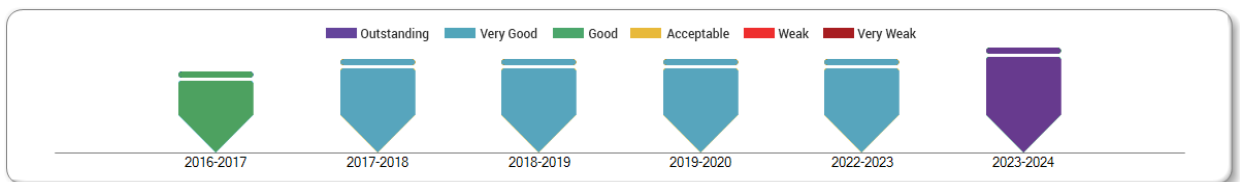
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha
	 Opening year of school	2014
	 Website	www.safacommunityschool.com
	 Telephone	97143851810
	 Principal	Leanne Margaret Fridd
	 Principal - date appointed	9/9/2021
	 Language of instruction	English
	 Inspection dates	23 to 27 October 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	2371
	 Number of Emirati students	38
	 Number of students of determination	378
 <p>TEACHERS</p>	 Number of teachers	207
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	79
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 curriculum	UK
	 External Curriculum Examinations	GSCE, AS level, A level
	 Accreditation	BSO

School Journey for SAFA COMMUNITY SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' attainment and progress in mathematics and science are outstanding across all phases. In English, their attainment is very good and their progress is outstanding. Attainment and progress are good in Islamic Education in the primary and secondary phases. Attainment and progress are acceptable in Islamic Education in the post-16 phase. In Arabic, students' attainment is acceptable and their progress is good. Students are keen and enthusiastic learners.
- Students demonstrate exceptional behaviour and attitudes. They are kind, considerate, respectful and highly motivated. They demonstrate excellent appreciation of Islamic values, comprehensive awareness of Emirati culture and a strong understanding of their own and other cultures. Students in all phases demonstrate high levels of commitment to environmental sustainability.

Provision For learners

- Teachers have very good subject knowledge, plan comprehensively and facilitate well-paced lessons. In all phases, students' independence is admirably fostered. Critical thinking, problem-solving and innovation are skilfully promoted. The school has well-developed internal and external assessment procedures. The use of assessment information in lessons to meet the needs of all groups of students is extremely effective.
- The curriculum is broad, balanced, ambitious and age-appropriate. Frequent, rigorous reviews ensure that it is rich, relevant and purposeful. Very effective curriculum planning facilitates students' smooth transitions across phases and beyond school. The curriculum is reviewed, modified and adapted to meet students' needs. There is an extensive programme of after-school activities and a detailed focus on the culture and society of the UAE.
- Child protection and safeguarding procedures are securely established and fully understood. The school buildings are meticulously maintained, hygienic and subject to rigorous risk and safety checks. The supervision of school buses is exceptionally well organised. The promotion of students' physical and mental health permeates the school. The school has very sound systems in place for the identification of students of determination and those who are gifted and talented.

Leadership and management

- Leaders are highly effective, inspirational and committed. The school cultivates professional, supportive and compassionate relationships. Comprehensive self-evaluation generates reliable evidence to identify the necessary improvements. Parents are highly supportive. The governing body has a strong commitment to the school and to its stakeholders. The premises and facilities are of exceptionally high quality.

Highlights of the school:

- Inspirational and highly committed leaders, including governors, who ensure that members of staff receive professional training to extend the high-quality teaching and assessments.
- Professional, supportive and compassionate relationships which enhance students' welfare and wellbeing, and enrich their personal and social development.
- An inclusive curriculum which promotes academic success and encourages students to be kind, creative, independent and entrepreneurial.
- Strong partnerships with parents and extensive links with the community, safe and secure premises, well-maintained facilities and high-quality resources.

Key recommendations:








- Raise students' attainment by enhancing their progress in Islamic Education and Arabic.



OVERALL SCHOOL PERFORMANCE

Outstanding ↑

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Very good	Not applicable
	Progress	Outstanding	Outstanding	Outstanding ↑	Not applicable
 Mathematics	Attainment	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding ↑	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
Assessment	Outstanding	Outstanding	Outstanding ↑	Outstanding

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Outstanding

- With a score of 610 in the Progress in International Reading Literacy Study (PIRLS), the school exceeded its target of 567 by a significant margin. In the National Agenda Parameter tests, the school achieved outstanding outcomes in English, mathematics and science, in both the primary and secondary phases. The results in mathematics in the primary phase showed considerable improvements.

C. Leadership: International and Emiratis' Achievements	Outstanding	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Outstanding	Outstanding

- Leaders at all levels have excellent understanding of how to use data. Their knowledge of the requirements of international benchmarks and their analyses inform action plans for improvement. Teachers use all of this information in highly effective ways.
- The school's most recent assessments reveal that a large majority of students' reading literacy scores are very good. There is a significant number of students for whom English is not their first language. The school has a culture of reading, which encourages all readers. The effects of curriculum adaptations and learning support are clearly evident in the progress made by all students, including Emirati boys and girls.

Overall, the school's achievement of standards in the National Agenda Parameter are outstanding.

For Development:

- Set literacy improvement goals which are measurable.
- Identify students who would benefit from additional support and then provide it.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes is at an outstanding level.

- Wellbeing is central to the school's vision and mission. The wellbeing of students, families and members of staff is actively promoted. A skilled and experienced team leads the wellbeing agenda and actively supports students and adults who are experiencing wellbeing issues. Data analyses and informal methods give teachers exceptionally detailed knowledge to support students' wellbeing. The school is passionate about empowering everyone to achieve.
- Governors and leaders listen carefully. They are very responsive to stakeholders. All students and members of staff are very well cared for in a school which, they say, is like a family to them. The school works very effectively to meet their wellbeing needs. It is a special place for everyone. Wellbeing initiatives raise morale across the school and beyond.
- Students, including students of determination, talk enthusiastically about the exceptional breadth of the wellbeing curriculum. They appreciate the extensive variety and quality of extra-curricular activities. No matter what challenges individual students face, they receive exceptional support. As a result of the outstanding provision for wellbeing, students flourish both academically and personally. However, a few students find difficulty when unexpected events occur.

For Development:

- Develop students' resilience so that they become more confident at adapting to adverse circumstances.

UAE Social Studies and Moral Education

- The school follows the UAE Moral, Social and Cultural (MSC) education framework. Social studies and moral education are taught as an integrated course in Years 2 to 6, as discrete subjects in Years 7 to 9 and through special event days in Years 10 to 13. Students learn about the culture and traditions of the UAE as well as personal health, hygiene, welfare and environmental issues. Students in the upper years have ample opportunities to explore contemporary global issues.
- The school uses the MSC framework and has added comprehensive primary and secondary frameworks. These map out standards and learning outcomes for each topic. An extensive range of resources supports the school's highly effective implementation. Students' progress is carefully assessed. Results are shared with parents at regular intervals.

Arabic in Early Years

- Children learn basic Arabic in the Foundation Stage (FS). In FS1 they are taught for 40 minutes each week and in FS2 for 80 minutes each week. They learn how to recognise and pronounce letters. They do very simple writing, linking words and colouring letters. They learn common nursery rhymes in Arabic, in parallel with English lessons.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good ↑	Good ↑	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- Internal assessment data are in line with the inspection findings. Students in the primary and secondary phases make consistent progress. In the post-16 phase, students' achievements are broadly in line with expectations. In this phase, there are gaps in learning and students make slower progress from their starting points.
- Students are developing analytical skills. They can apply the rulings and messages from divine revelations to everyday situations. They show noticeable gains in knowledge of Islamic ethics and Fiqh, especially in Primary. The accuracy of their recitations and their knowledge and application of the rules of Tajweed are underdeveloped.
- As a result of increased time allocations and additional teachers, students' memorisation and their knowledge of Islamic values, Fiqh and Seerah are improving, especially in Primary and Secondary.

For Development:

- Improve students' recitation skills, including their knowledge and application of the rules of Tajweed.
- Improve students' attainment overall by raising teachers' expectations.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good ↑	Good ↑

- Students in Primary can recognise and blend new letters and read and write simple words. In the upper years, they can express their opinions on a variety of subjects. They are less proficient when speaking in standard Arabic and when writing about unfamiliar topics.
- Most students can analyse written texts and connect various ideas. However, only a few students produce and redraft coherent written work with proper punctuation. Although most students follow basic grammar rules when writing, some lack contextual coherence in extended writing tasks and when speaking.
- The professional training provided for teachers and the reading projects are enhancing students' progress. Links with everyday experiences encourage students to use the language confidently.

For Development:

- Ensure that all students redraft their written work to develop their writing skills.
- Develop students' confidence when speaking.
- Improve students' attainment in all language skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Good ↑	Not applicable

- Students in the upper Primary and Secondary can hold simple conversations within familiar contexts. Younger students are acquainted with the alphabet, including both short and long vowels. Their dialogue is restricted. They respond to commands and questions with words or short phrases.
- Students can understand simple questions and instructions. A lack of extensive vocabulary limits their ability to communicate further. Students' understanding rarely extends beyond familiar situations. Although their reading skills are good, their comprehension of texts is underdeveloped.
- Additional support is enhancing students' language skills. Students enjoy sharing their language skills and practising simple phrases. Their ability to use Arabic fluently and effectively is usually limited.

For Development:

- Increase the opportunities for students to apply their vocabulary and language skills in wider contexts when speaking and writing.
- Improve students' attainment overall.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Not applicable
Progress	Outstanding	Outstanding	Outstanding ↑	Not applicable

- Accurate analysis of data, thoughtful and extensive planning, interventions and monitoring have enhanced students' progress. The school promotes reading and engenders the enjoyment of literature.
- The emphasis on communication in FS develops children's speaking and listening skills, and establishes early literacy. In Primary, students rapidly extend their oral fluency. Their reading and writing skills develop very well. A large majority of students can communicate very effectively.
- Older students use the language very well. They speak and debate with confidence. They engage readily in discussions to plan, produce and evaluate their work. They use sophisticated vocabulary. They can apply a range of literary devices to write in a variety of styles coherently and convincingly.

For Development:

- In Primary, increase students' confidence when speaking to large groups.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- The mathematical concepts of numeracy, data handling, reasoning and problem-solving are evident across the school. Most students are attaining at a level above curriculum standards and making better than expected progress.
- In FS, children make strong progress. Learning is well sequenced to include reasoning and problem-solving. In Primary, students begin by learning about fractions as parts of a whole then quickly progress to mathematical operations. By Year 9, students can skilfully expand algebraic expressions.
- Since the previous inspection, teachers have identified the necessary improvements to be made in the primary phase. The success of their actions can be seen clearly in the improved outcomes.

For Development:

- Increase the proportion of students who attain above curriculum standards.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding ↑	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In FS, children develop secure and extensive scientific skills. External and internal outcomes are well aligned. Evidence in the primary, secondary and post-16 phases indicates that most students are consistently achieving above curriculum standards and are making better than expected progress.
- Children in FS successfully investigate and enjoy studying floating and sinking. In Primary, they learn about inherited genetics and cross-breeding dogs. In the secondary phase, they understand how cell surface exchanges are related to diseases.
- From the extremely strong scientific learning established in FS, students' knowledge and understanding of physical, life, earth and space sciences develops well through the years. Scientific thinking, enquiry and investigative skills are developing into strengths. There are now more opportunities for practical investigations in science lessons.

For Development:

- Provide more frequent opportunities for critical thinking and practical science in all phases.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- A flourishing learning culture prevails among students. They are usually keen and enthusiastic learners. In almost all subjects, they can evaluate their strengths and weaknesses accurately. They take effective actions to improve. Authentic classroom collaboration is a key strength of learning activities.
- Students display high levels of concentration and self-discipline when undertaking tasks independently. In all phases, they share their learning confidently. They are adept at identifying a significant range of cross-curricular links. Students frequently connect their learning to the outside world and to their own lives.
- In many subjects and across all phases, students have exemplary opportunities to develop their research skills. In many lessons they use online platforms to consolidate learning. The use of digital techniques for research is particularly strong in the post-16 phase.

For Development:

- Ensure that students in the primary and secondary phases have increased opportunities to undertake research in lessons.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Positive attitudes and behaviour across all phases are reflected in respectful relationships between students and members of staff. Students respond politely to others. They are self-disciplined in lessons. During break times they work together and help one another with kindness and sincerity.
- Students and children in FS come to school happy and motivated to start their learning activities on time. They smoothly follow their daily routines. They actively embrace the school's vision. Bullying is extremely rare. Kindness prevails.
- Students demonstrate secure understanding of safe and healthy lifestyles. They participate in activities that promote them. They usually select healthy options for their meals. Attendance is high and reflects students' commitment and responsible attitudes towards school.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate excellent understanding and appreciation of the values of Islam. They can identify the similarities of Islamic values with the school's ethos. They participate in Islamic assemblies and celebrations, such as the birthday of the Prophet (PBUH) and the Ramadan Community Iftar.
- Students have excellent awareness of Emirati culture. Heritage leaders organise cultural events to promote the culture of the UAE, such as Holy Qur'anic competitions, Emirati Children's Day and National Day. Most students celebrate Islamic values. They have created many UAE cultural displays around the school.
- Students fully appreciate their own cultures. They take pride in sharing their heritage with their fellow students. They have a strong appreciation of other cultures and celebrate International Day and Language Day. Most students contribute to cultural events.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate high levels of commitment to environmental sustainability. Older students have an exceptional responsibility towards the local community. They make valuable contributions to the development of the school. The school provides very good opportunities for leadership.
- Students thrive in the school. New students describe how quickly they settle in and how teachers respect their individuality, creativity and talents. Students initiate, participate in and lead many projects. They are proud winners of the World Scholars' Cup.
- In Primary, students campaign to clean the beaches, lead environmental projects and demonstrate the importance of reducing, reusing and recycling. In FS, children discuss the need to keep the oceans free from plastic and to look after the planet. Caring for the environment is championed across the school.

For Development:

- Increase the contribution of students to cultural events.
- Involve more students, particularly those in the post-16 phase, in the promotion of Islamic values and Emirati culture.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- Teachers have excellent subject knowledge. They plan comprehensively to motivate students and to ensure their engagement. They organise and teach well-paced lessons and create inspirational learning environments. They select a variety of resources to ensure that students have optimal learning experiences.
- Teachers have excellent knowledge of their students. They generally maintain very high expectations and ensure that the levels of classroom challenges are appropriately pitched for all learners. Very respectful and trusting relationships underpin a learning community that encourages strong academic and personal growth.
- Across all phases, teachers very effectively promote students' independence. They skilfully embed critical thinking, problem-solving and innovation in most lessons. Progress in developing these skills in Islamic Education and Arabic is evident.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding ↑	Outstanding

- In all phases, highly effective assessment procedures are directly linked to the relevant curriculum standards. These procedures give a very clear and detailed analysis of the progress being made by all students.
- All assessment data are rigorously analysed to identify areas where improvements might be made. Data are used to monitor the progress of different groups of students. The findings of these analyses subsequently inform future departmental action planning.
- Since the previous inspection, teachers' written feedback to their students has become more informative. The comments help students to identify their own strengths and weaknesses, and direct them to improvements.

For Development:

- Ensure the very best teaching practices in Islamic Education and Arabic lessons.
- Maximise the use of assessment data to set goals and to identify students who need further support.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is developed carefully from FS. It is dynamic, broad, balanced and appropriate. It very effectively develops students' knowledge, skills and understanding. Rigorous reviews take place across every subject and aspect of school life. They ensure that students have rich, relevant and purposeful experiences.
- Very effective curriculum planning facilitates students' smooth transition between phases. As a result, students are very well prepared for the next steps in their education, both within and beyond the school.
- Teachers have developed personalised pathways for students. In the upper years, leaders have introduced engineering, sociology, media studies and musical performances. An innovative and ambitious development of artificial intelligence (AI) prepares students very well for a rapidly changing world.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum, lesson planning and teaching strategies are regularly reviewed, modified and adapted. These measures ensure that the curriculum meets the needs of individuals and groups of students in all phases.
- Extensive after-school activities provide rich learning experiences. Students have many opportunities to appreciate the world beyond their classrooms. These activities are very much appreciated by students and their parents.
- The culture and national events of the UAE are celebrated and enjoyed. Emirati parents and students play significant roles in planning and leading the celebrations. Specific leadership roles, called Heritage Heroes, enable Emirati students to become significant leaders within the school community.

For Development:

- Keep the provision of AI under constant review.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Leaders ensure that rigorous child protection and safeguarding procedures are securely established and understood by all. Members of staff receive comprehensive training on how to protect students from abuse and harm. Students feel safe and enjoy coming to school.
- The school's buildings are carefully maintained, hygienic and subject to rigorous risk and safety checks. All learning environments are pristine. The supervision of students on arrival and departure is exceptionally well organised, thus reducing congestion.
- The promotion of students' physical and mental health permeates the school. Students have appropriate access to support from a highly experienced counselling and medical team. Healthy living is systematically interwoven through the curriculum. Students are enabled to make informed choices about their health.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between students and members of staff are exceptionally strong. These relationships are deeply rooted and fully appreciated and valued. Students enjoy attending school because teachers make their lessons enjoyable.
- In FS, teachers very skilfully choose the best assessments for children's academic and social development. The quality of support for students of determination is highly effective. All members of staff tailor provision to meet the needs of all students.
- Students are safe and know to whom they can speak when they need extra support. They use electronic software to assess their wellbeing. Expert guidance enables students to stay digitally safe and to have better sleeping habits.

For Development:

- Ensure that students remain aware of cyber safety in the rapidly developing digital world.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
---	-------------

- A very well established, highly inclusive ethos with moral purpose permeates the school. Leaders strive to deliver the very best for every child. Inclusion is central to the school's mission and is actively supported by the owners, governors and senior leaders.
- Approaches to identifying students' needs are frequently reviewed and adapted to meet changing circumstances. The individual education plans (IEPs) incorporate advice from experts. Students are supported extremely well, particularly those who have the most challenging needs.
- Parents appreciate the understanding and empathy shown by members of staff. They work as a team with the school. They are very well informed about their children's achievements and when there are challenges. They consider staff to be wholly supportive.
- Detailed lesson plans inform teaching strategies, which generally enhance the progress of students of determination. Sometimes classmates support and encourage students of determination. Many different resources are provided. Highly engaged students show very good learning skills and strong qualities of self-assessment.
- Recently introduced digital technology provides an accurate portrayal of students' achievements and progress. It helps to improve both academic and personal outcomes. Almost all students of determination make very good personal and academic progress, regardless of their barriers.

For Development:

- Strengthen teachers' understanding of strategies that best suit students of determination.



06 LEADERSHIP AND MANAGEMENT

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

- Leaders are highly effective, inspirational and committed. They develop inclusivity and benefit from the number of nationalities represented in the school. Leaders have been highly effective in sustaining outcomes and in making additional improvements to support students' achievement, welfare and wellbeing. The principal has instilled a culture of collective responsibility and mutual support. The school cultivates professional, compassionate relationships. Members of staff are appreciated and acknowledged. Ongoing professional training enhances teachers' skills.
- Comprehensive self-evaluation, involving all stakeholders, generates reliable evidence to support the school's improvement. The monitoring and evaluation of teaching is robust and wide ranging. It includes lesson observations, scrutiny of workbooks, learning walks, surveys of students and external examinations. Improvement planning is based on careful self-evaluation and thoughtful planning. The development plan is well considered and comprises a series of well-constructed tasks. It includes a timeline and analysis of the necessary resources. Leaders have made progress in addressing the recommendations from the previous inspection report.
- Parents are highly supportive of the school and the leaders. Their views are regularly sought, considered and acted upon. They are welcomed into the school and are well informed. The parents of students of determination are very well supported and actively included. Parents receive regular information on how well their children are progressing. Reports are helpful and detailed. The school benefits from strong links with the local community, including businesses and other schools. These links enhance the curriculum and support students' awareness of future careers, commerce and the wider world.
- The governing body has a strong commitment to the school. It includes representation of the owners and parents, teachers, community representatives and education leaders. Governors regularly visit the school. They meet leaders and engage with stakeholders, ensuring that they have knowledgeable insights. Members effectively hold the school's leaders to account and have a significant effect on their work. Leaders and members of staff speak highly of the owners and of the ethical, caring and supportive stance which they take towards staff wellbeing.
- The daily management of the school is well organised. Activities are carefully timetabled. All stakeholders are *aware* of their involvement. All teachers are suitably qualified and deployed effectively. Members of staff undergo sustained professional training, focused on individual and school improvement goals. The premises and facilities are of an exceptionally high quality. They incorporate a range of specialist facilities, including those for sport, technology, art, music, dance and drama. Efficient and effective use is made of the resources.

For Development:

- Without further delay, fully address the recommendations made in the previous inspection report.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae