

INSPECTION REPORT

2022-2023



SAFA COMMUNITY SCHOOL

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha
Opening year of School	2014
Website	www.safacommunityschool.com
Telephone	97143851810
Principal	Ms. Leanne Margaret Fridd
Principal - Date appointed	9/9/2021
Language of Instruction	English
Inspection Dates	23 to 27 October 2022

STUDENTS

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	2202
Number of Emirati students	58
Number of students of determination	280
Largest nationality group of students	UK

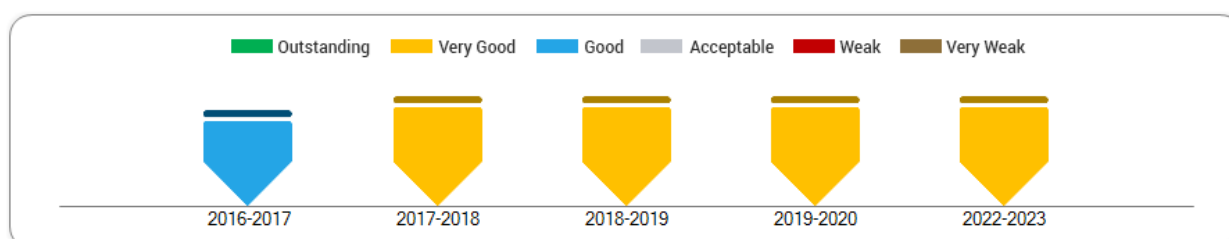
TEACHERS

Number of teachers	187
Largest nationality group of teachers	UK
Number of teaching assistants	79
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	4%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GCSE, AS/A Level
Accreditation	BSO

School Journey for SAFA COMMUNITY SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Standards of attainment in the Foundation Stage (FS), in Primary and in mathematics and science across all phases are generally very good. Students make outstanding progress in mathematics and science in all four phases. Progress is now good in Islamic Education in Primary and Secondary. However, attainment overall remains acceptable in Islamic Education and in Arabic. Students' learning skills are very good in Primary and Secondary, and outstanding in FS and Post-16.
- Students' very positive attitudes and exceptional behaviour underpin their achievements. They have a voice in the community. They contribute significantly to the highly positive, warm and engaging climate for learning in the school. They take full responsibility for their own learning, lead in local and wider community initiatives, and apply themselves actively and creatively when called upon. They appreciate Islamic values and generally make very good lifestyle choices.

PROVISION FOR LEARNERS

- Teaching is strongest in FS and Primary, and in mathematics and science across all phases. In the secondary phase, strong teaching results in outstanding attainment and progress in mathematics and science, and very good attainment and progress in English. Assessment processes are very sound across the school. Most teachers use information from assessments expertly to improve teaching, although less consistently so in the secondary phase in English and in all phases in Islamic Education and Arabic.
- The broad and balanced curriculum is well designed to meet the needs of all students, to provide a breadth of learning pathways and to challenge the highest achieving students. The school offers a broad range of extra-curricular activities and adaptations to the curriculum which succeed in deepening and extending students' learning.
- The health, safety, welfare and wellbeing of students are very high priorities in the school. Students are happy and feel safe. Leaders and teachers know the students very well and provide excellent support for their personal and social development. Students of determination thrive in the excellent inclusive education provision. All students greatly value the care, guidance and support which they receive, including advice for future careers.

LEADERSHIP AND MANAGEMENT

- Supported by excellent governance, the new principal has built a very strong team of leaders and staff with the capacity to continue to improve standards. This has led to very good or outstanding provision in FS and Primary, alongside inclusive education. Standards in Secondary and Post-16 are mostly very good and rapidly improving. The new college for older students and the main school site offer premises of very high quality.

The Best Features of The School:

- Excellent governance and leadership, with very good self-evaluation, delivering a fully inclusive school.
- Exceptional facilities and an inspiring environment, highly conducive to learning.
- Generally very good attainment in FS and Primary, and in mathematics and science across the school.
- The very high quality of care and support and students' very strong personal development.

Key Recommendations:

- Develop the skills of subject leaders and teachers of Islamic Education and Arabic and raise their expectations of what students can achieve.
- Identify the strongest teachers and use them to spread best practice and to raise standards of teaching.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
<p>English</p>	Attainment	Very good ↑	Very good ↑	Very good ↑	Not applicable
	Progress	Outstanding ↑	Outstanding ↑	Very good	Not applicable
<p>Mathematics</p>	Attainment	Very good ↑	Very good	Outstanding ↑	Outstanding
	Progress	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding
<p>Science</p>	Attainment	Very good	Outstanding ↑	Outstanding ↑	Outstanding
	Progress	↑ Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Outstanding ↑	Very good	Very good	Outstanding

2. 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

3. Teaching and assessment

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

4. Curriculum

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

5. 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

6. Leadership and management

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good
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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is above expectations

- In all subjects, in all years, students exceeded the targets set for them in international tests. In the National Agenda benchmark tests, they sustained a very good rating despite the disruption of the last two years.
- No Emirati students were selected for the international benchmark tests. Their performance in the National Agenda was at least in line with the outcomes achieved by all other students.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- At all levels, leaders have an excellent understanding of the National Agenda Priorities. Much time and effort have gone into the development of systems which provide detailed analyses of areas of strength and weaknesses in all subjects. Using this information, most teachers, well supported by leaders, can adapt their teaching style or modify the curriculum appropriately.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- The school uses a diagnostic reading test which adds more information to students' profiles. Almost all students enjoy taking responsibility for their own learning. Critical thinking is a strong feature of teaching and helps students to acquire reasoning skills. They hypothesise, test and evaluate, and are continually involved in tracking their own progress.

Overall, the school's progression towards achieving the UAE National Agenda targets is above expectations.

For Development:

- Monitor the impact of the reading programme to ensure that it is having a continued impact on learning outcomes.
- Identify the gaps in attainment that need to be addressed before the next round of benchmark tests.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The school's vision 'to enable our learners to have success for today and to be prepared for tomorrow' drives the school's strong commitment to wellbeing promotion, which is monitored closely. Surveys and careful data analysis inform a targeted approach to improvement. Wellbeing issues and practices are discussed at governing board meetings and inform future planning. Governors review the school's implementation of key interventions and support for wellbeing. They hold senior leaders to account for provision and outcomes, across all phases.
- This highly caring, inclusive school prioritises the wellbeing of the entire community. Teachers provide very supportive learning opportunities, and the range of dedicated specialist staff and student focused initiatives ensure ready access to wellbeing support. Support for staff is also prioritised, including extensive induction and professional development. Many avenues are used to engage with stakeholders and listen to their contributions and feedback.
- The school purposefully plans and carefully implements a balanced range of curriculum approaches and carefully selected resources to consistently promote the wellbeing of all students. Assemblies are used effectively to extend students' cultural awareness, tolerance, and respect. A variety of extra-curricular activities further enhances the students' wellbeing experiences. Students report very high levels of satisfaction at school, feeling safe and happy. Student's are highly motivated demonstrating very positive attitudes and engagement with each other and the curriculum. Parents are highly appreciative of the school's wellbeing work.

UAE social studies and Moral Education

- The UAE social studies and moral education programme meets the requirements of the Ministry of Education (MoE) guidance. It is taught as an integrated course from Years 2 to 6, and elsewhere as a separate subject. In the secondary phase and in Post-16, students extend their knowledge in event days when normal timetables are discontinued. On these days, planned activities build and promote students' awareness of national and international issues.
- The programme of study is mapped carefully to ensure full coverage of the MoE framework. Learning activities are well planned for each year group. Key standards are identified and clear learning outcomes defined. Textbooks are the main learning resource. Students' progress is assessed through project-based activities as well as on-going and summative assessments.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Attainment is in line with curriculum requirements. In Primary and Secondary, in a majority of the better lessons, students make good progress, also demonstrated in their written work and regular assessments. Non-Arab students are making better progress than Arab students. Girls' attainment is more secure than that of boys.
- In Year 5, students understand why rumours and fake news must be challenged. In Year 10, they know the importance of zakat in achieving social peace. In Post-16, they learn the sources of legislation in Islamic Fiqh.
- Students' ability to recite the Surahs is developing at an appropriate pace. Their understanding of quotations from the Holy Qur'an and Hadith is limited.

For Development:

- Raise expectations of what students can achieve by linking evaluation to external standards and by developing higher-order thinking.
- Promote independent learning and research to improve learning outcomes.

Arabic as a First Language

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

- Primary students respond well to instructions. Senior students read well. The majority understands the explicit and implicit meanings of texts. Speaking and creative writing, using accurate grammar, are not well developed. Internal assessment data do not reflect accurately the variability of students' linguistic skills displayed in lessons and workbooks.
- Primary students analyse the elements of stories. A majority of senior students can write texts of appropriate length for different purposes, but with spelling and grammatical errors. Secondary students can alter the endings of stories meaningfully. In Year 7, a minority of students can speak accurately to express opinions and debate issues such as poverty.
- Teachers use digital and printed materials to engage students in reading. However, these resources are not used effectively to develop the skills of reading comprehension, speaking and creative writing.

For Development:

- Challenge all students to give extended responses and creative writing of high quality.
- Ensure that students address teachers' comments when producing second drafts of their work and reduce errors in spelling and grammar.

Arabic as an Additional Language

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

- Internal data indicate higher attainment than that in lessons and workbooks. Most students understand the meaning of high-frequency phrases such as greetings. Speaking is a developing skill, particularly in Primary. Most students understand what they read. Only a minority can write independently a few short sentences or a short text with accuracy.
- Primary students correctly pronounce words with short and long vowels, and a majority can identify words with the correct sounds. A majority can apply the new comparative adjectives to write descriptive sentences. Students' knowledge of spelling, punctuation and grammar is insecure.
- The school's improving provision of books and digital resources in Arabic is a step to encourage reading, but students do not read extensively outside the classroom.

For Development:

- Ensure that all students acquire the skills necessary to develop speaking, reading, reading comprehension and writing.
- Implement a programme for all students to read a wide variety of texts in Arabic.

English

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

- In the best lessons, more able students have structured opportunities to extend their skills in extended writing, analysis and research. However, the writing skills of some students are not developing as rapidly as their oracy skills. Emirati students and students of determination achieve their potential and make progress over time through effective support, especially in Primary.
- In Secondary, inconsistent teaching leads to lessons where a lower proportion of students makes progress above curriculum expectations. Students lack confidence in evaluating their own work and progress.
- Students' progress from Year 6 to Year 7 is slowed by activities and tasks which are set at an inappropriate level. In the best lessons, teachers consider carefully each student's starting point, prior knowledge and skills.

For Development:

- Provide structured opportunities for greater challenge in learning.
- Embed self-evaluation more consistently across Secondary, so that all students become confident, independent critical thinkers.

Mathematics

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

- A large majority of children and students in FS and Primary, and most in Secondary and Post-16, attain at levels above curriculum standards. Across all phases, most students are making better than expected progress against their starting points.
- Students' strengths in mathematics far outweigh any weaknesses. Data show that the topic of ratio and proportion is less understood than other topics.
- The systematic approach to the acquisition of knowledge and the application of mathematical skills, reasoning and problem-solving lead to accelerated progress in the classroom. This then translates into improvement in attainment.

For Development:

- Improve attainment in Primary, filling in gaps in knowledge which have occurred as a result of recent disruption to schooling.

Science


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

- The large majority of children in FS and most students in the other phases achieve above the expected curriculum standards. In 2021-2022, most students in Secondary attained above the expected standards in all three sciences at GCSE.
- Students in all phases learn more effectively in enquiry-based practical activities or by independently researching information using learning technology. Generally, students find it challenging to interpret data, to draw conclusions and to evaluate their findings in investigations.
- The introduction of enquiry-based learning has enabled students to become more confident in carrying out practical scientific activities and experiments.

For Development:

- Increase students' skills in analysing results from investigations and experiments so that they are better at drawing conclusions linked to their scientific understanding.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding 	Very good	Very good	Outstanding

- In FS, discussions are used very effectively to help children to build and extend their ideas in English, mathematics and science. In a few instances, the discussions are constrained by children’s limited oracy skills and ability to express themselves.
- In most subjects, students have structured opportunities for consolidating their skills of problem-solving, critical thinking, enquiry and research. These skills are especially strong in Post-16 mathematics and science and in Primary English, mathematics and science. They are significantly less strong in Islamic Education and Arabic.
- During collaborative lessons, most students in most subjects make purposeful contributions. In science, they give presentations, following independent research and enquiry. In English, they make connections across subjects, for instance using statistical data and historical facts to support persuasive writing for real-life contexts.

For Development:

- Provide structured opportunities for problem-solving, critical thinking, research and presentation skills in all subjects and all phases
- Develop all students’ oracy and debating skills so that they are confident speakers and listeners.

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

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

- Across the school, children and students are mature, independent, and highly self-motivated learners. Almost all students display exemplary behaviour inside class and when moving between lessons.
- Healthy living is an integral part of the school culture. Students increasingly make safe and healthy lifestyle choices and encourage others to do the same.
- Attendance levels are high. Students are almost always punctual in arriving at school and when changing lessons. They are proud of their school and help to create a warm, welcoming atmosphere. They recognise when others are experiencing difficulty and help one another willingly.

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

- Almost all students possess an excellent appreciation of Islamic values, appropriate to their age. They demonstrate tolerance, respect, understanding and care in their daily lives. They contribute to helping those in need in the community, including during the holy month of Ramadan.
- Students participate in many cultural events promoting the UAE's heritage, such as National Day and Flag Day. Children in FS show excellent, age-appropriate awareness of UAE culture.
- Older students demonstrate tolerance and respect for other cultures. They are steadily increasing their knowledge and understanding of UAE and world cultures.

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

- Students across the school are caring and considerate of others. They have a strong sense of personal responsibility. They willingly take on leadership roles and are actively involved in school and community initiatives, including interschool competitions, fundraising and charitable activities, both locally and internationally.
- Students have a strong work ethic. They have opportunities to initiate and manage projects and to be creative and innovative through, for example, their own school newspaper – Safa Social.
- Students in all phases understand and actively support environmental sustainability and recycling. Through school camps, students have opportunities to be involved in environmental and conservation activities in places such as Ras Al Khaimah and Umm Al Quwain.

For Development:

- Expand opportunities for students to explore, understand and share the best of common features among cultures.
- Extend opportunities to engage students in volunteer activities that have a positive social or environmental impact within local communities.

3. Teaching and assessment

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

- Across all phases, most teachers have very strong subject knowledge and planning ability. Teaching in mathematics and science is of very high quality.
- In Islamic Education and Arabic, many teachers do not possess an effective understanding of students' prior knowledge and skills. Too frequently, they have low expectations. In English, tasks and activities do not consistently enable all students to make progress above expectations, notably in Secondary.
- Teachers' questioning and use of learning goals in mathematics and science are highly skilled. In other areas, and more frequently in Secondary, teachers too readily accept one-word answers to questions. They do not facilitate effective group discussions, nor the deepening of students' knowledge and thinking skills.

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

- In most phases, information from assessments is used very effectively in the classroom to meet the individual needs of the students. This is slightly less so in Secondary in English, and in Islamic Education and Arabic.
- The school has developed assessment processes that give a comprehensive overview of each individual student in relation to academic performance and progress.
- The recently-appointed data manager has introduced systems to provide detailed and accurate information on any areas of teaching and learning that need reinforcement or revisiting. This impacts upon outcomes, as any weaknesses are identified and rectified.

For Development:

- Improve the use of data in lessons, the better to meet the needs of all.

4. Curriculum

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

- The curriculum meets the requirements of the National Curriculum for England and of the MoE curriculum. It fully supports and promotes both the Dubai and UAE national vision and goals. It meets the needs of all students and the requirements of internal and external assessments.
- The curriculum is thoroughly reviewed annually to ensure that it meets the changing needs of students and the requirements of examination boards. When identified, required adaptations are made and integrated into programmes of study.
- Well-considered curriculum planning facilitates students' smooth transition between phases. The school offers a wide range of examination courses at GCSE and is increasing subject options for students in the post-16 phase. Students are very well prepared for the next steps in education or the world of work.

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

- The curriculum is modified when necessary to meet the needs of almost all groups of students. The modification is based on the analysis of the internal assessments, alongside external benchmarking assessments and results from examination boards. Through the detailed review process, the curriculum ensures that students learn effectively.
- The school has increased the opportunities that students have to apply their knowledge and skills across different subjects. Links with information technology have enabled students to take part in enterprise activities to design, build and sell products, and to develop their skills in enterprise.
- The school works effectively to make all subjects relevant and to engage students' interest. The promotion and celebration of Arabic in other subjects through bilingual displays are underdeveloped.
- Children are taught Arabic in FS1 for one lesson of 40 minutes, and in FS2 for two lessons of 40 minutes each week.

For Development:

- Raise the profile of Arabic in all areas of the curriculum through the use of appropriate, eye-catching displays.

5. 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

- Policies and protocols for safeguarding students, including those for cybersafety and cybercitizenship, are comprehensive and rigorously followed. Well-resourced security and safety measures are in place. Evacuation drills are systematically practised.
- Buildings and impressive outdoor areas are well maintained. Any incidents are promptly addressed. Detailed and secure records are maintained. The safety of students on and around school transport is very well managed and supervised. Procedures for ensuring students' safety during arrivals and departures are very effective.
- The promotion of safe and healthy lifestyles and students' wellbeing is a high priority and is evident throughout the school. Physical education classes are compulsory in all phases. Shade cloth is in place over the most frequently used outdoor areas.

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

- Relationships between students and members of staff are exemplary. Mutual trust and confidence are reflected in daily interactions. Parents have full confidence in the systems for managing behaviour, attendance and punctuality. The school has very high expectations for students as global citizens and of maintaining a positive work ethic.
- The school's admission criteria are transparent and fully inclusive. Students of determination benefit from early identification procedures which are implemented prior to enrolment. Students promptly receive key support to meet their additional needs from FS onwards. Planning and modification are targeted to address the needs of all.
- Counsellors are deeply appreciated by students and their parents for the sensitive care and advice which they provide. Students' academic progress, health and career choices figure largely in the work of the school.

For Development:

- Maintain the very high standards already reached.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding 

- Leaders and governors promote and implement best practices in supporting inclusive education. Their commitment is evident in policy and improvement planning. Their contribution is fully reflected in the excellent resourcing, which contributes to a welcoming and secure learning environment.
- Procedures for identification are highly developed across all phases. The head of inclusion oversees very effective systems to identify students of determination, notably on admission. This policy gives teachers time to plan in advance and to organise key aspects of support and intervention.
- Parents are key contributors and full partners in seeking the best outcomes for their children. The school's planning process is thorough and managed with exceptional sensitivity and confidentiality. Parents report very favourably on the inclusivity of the school, and on the consistently high levels of engagement with key members of staff.
- All teachers know their students' strengths and areas for development. This has led to excellent modification practices in all phases. Modification is student-centred and implemented purposefully to address the social, emotional or academic barriers that may be inhibiting students' progress and potential.
- Students are confident and secure in their learning. Not only are they reaching their academic targets but also they are developing the key skills which they will need in the wider world.

For Development:

- Continue to investigate the best practice in catering for students of determination, both within the school and beyond.

6. Leadership and management

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

- Under the highly effective and charismatic leadership of the principal, senior and middle leaders oversee a rapidly improving school. Leaders are clear about the school’s mission. Most aspects of the work of the school have strengthened significantly in recent years. Leaders have established an authentic community school which successfully promotes students’ very strong personal development, inclusion and wellbeing.
- Senior leaders carry out a range of effective self-evaluation processes. They know the strengths of the school well and accurately identify most of the key priorities for improvement. In some aspects of school provision and outcomes, however, they have an overinflated view of standards. Leaders are increasingly innovative in their approach to the monitoring of teaching. They link performance management with professional learning and with self-evaluation. The school has made some progress in advancing the recommendations made in the previous inspection report.
- Highly engaged parents support the caring, inclusive mission of the school. They are appreciative of the very high achievements of students, and of their exceptional personal and social development. Communication between the school and parents is excellent. Leaders are very successful in considering parents’ views when shaping the school's future. Parents appreciate how accessible all members of staff are, including the principal. They recognise their dedication to ensuring that their children are safe, valued as individuals, happy and achieving very well.
- Governance offers both support and challenge. Board members have invested heavily in continuing to improve the school facilities, including the provision of a college building for older students. Some of the board, which includes experienced, well-informed educationalists, are on site. All frequently visit the school and are aware of its strengths and the priority areas for improvement. The board has worked very effectively in recent years to appoint an excellent principal and to build a very capable team of leaders and teachers.
- Day-to-day operation of the school is highly efficient. The safety and security of students are high priorities. Great care is taken over staff recruitment. All leaders, teachers and support staff benefit from a personalised approach to professional training. All specialist areas are extremely well resourced and of excellent quality. The environment is very well cared for and well presented. The school is accessible to all and highly conducive to learning.

For Development:

- Evaluate school standards and outcomes more accurately.

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 QA.Schools@khda.gov.ae