

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



## INSPECTION REPORT

2017-2018

Safa British School

Celebrating  
10 years of  
inspections



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## School information

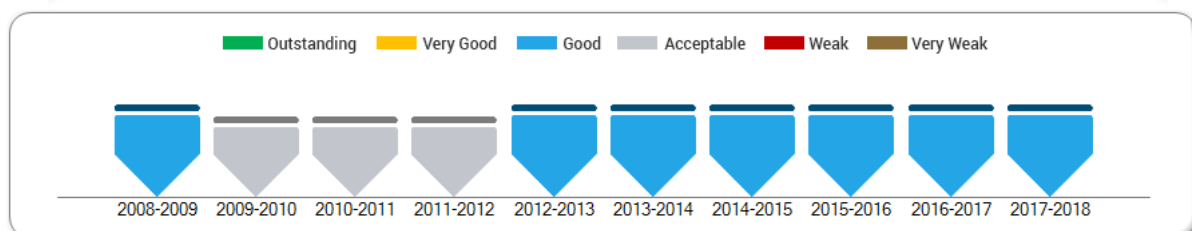
| General information        |                                 |
|----------------------------|---------------------------------|
| Location                   | Al Safa                         |
| Type of school             | Private                         |
| Opening year of school     | 2004                            |
| Website                    | www.safabritishschool.com       |
| Telephone                  | 0097143947879                   |
| Address                    | Al Qouz 1, P.O Box 71091, Dubai |
| Principal                  | Mr. Dan Sutton                  |
| Principal - Date appointed | 8/1/2016                        |
| Language of instruction    | English                         |
| Inspection dates           | 9 to 11 October 2017            |

| Students                               |                |
|--|----------------|
| Gender of students                     | Boys and girls |
| Age range                              | 3-11           |
| Grades or year groups                  | FS1-Year 6     |
| Number of students on roll             | 765            |
| Number of children in pre-kindergarten | 0              |
| Number of Emirati students             | 25             |
| Number of students with SEND           | 22             |
| Largest nationality group of students  | Arab           |

| Teachers / Support staff              |                |
|---------------------------------------|----------------|
| Number of teachers                    | 52             |
| Largest nationality group of teachers | United Kingdom |
| Number of teaching assistants         | 31             |
| Teacher-student ratio                 | 1:20           |
| Number of guidance counsellors        | 0              |
| Teacher turnover                      | 28%            |

| Curriculum                      |                          |
|---------------------------------|--------------------------|
| Educational permit / Licence    | UK                       |
| Main curriculum                 | UK                       |
| External tests and examinations | CAT4; GL; TIMSS; PIRLS   |
| Accreditation                   | British Schools Overseas |
| National Agenda benchmark tests | GL, IBT                  |

### School Journey for Safa British School



## The DSIB inspection process

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

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

### Judgements are made on a six-point scale

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

|             |   |
|-------------|---|
| Outstanding | Quality of performance substantially exceeds the expectation of the UAE   |
| Very good   | Quality of performance exceeds the expectation of the UAE   |
| Good        | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)                      |
| Acceptable  | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| Weak        | Quality of performance is below the expectation of the UAE  |
| Very weak   | Quality of performance is significantly below the expectation of the UAE  |

## Summary of inspection findings 2017-2018

Safa British School was inspected by DSIB from 9 to 11 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The vision promoted by the principal is clear and effectively shared with the whole school community. It is well-supported by a dedicated and energetic senior and middle leadership team, focused on driving up standards. The board of governors includes an enthusiastic range of stakeholders. Collectively they provide strong support to the school's leadership, notably in terms of improving resources.

### Students' achievement

Improvements in students' progress have been made in primary phase English, mathematics and science. A focused development strategy has led to achievements in Islamic education, and the attainment of students in Arabic as an additional language being improved.

### Students' personal and social development, and their innovation skills

Students' personal development is outstanding in both phases of the school. Children and students are cheerful, positive, and confident and take pride in being active members of the school community. They are enthusiastic to develop their understanding of Islamic values and respond well to innovative and challenging tasks. Learning technologies are used well throughout the school.

### Teaching and assessment

The outcomes for teaching are good and improving overall. The teaching of upper primary phase English, mathematics and science is consistently strong. Assessment has improved in both phases. More emphasis is being placed on the effective use of data analyses to underpin high quality differentiation in lessons in order to meet all children's and students' individual needs.

### Curriculum

The curriculum is good in both phases and teachers are developing adaptations to meet the needs of all groups of students. The increasing emphasis on inter-disciplinary, enquiry-based learning supports continuity and progression. The curriculum is culturally and contextually relevant. Social studies and moral education impact positively on the curriculum. There is an extensive range of quality extra-curricular activities.

### The protection, care, guidance and support of students

The arrangements for the protection, care and support of students are excellent. There are rigorous measures for child protection and safeguarding. Highly effective procedures are in place to ensure the safety and security of everyone on the school premises and transportation. Health and fitness for all is promoted in physical education activities.

### What the school does best

- The primary phase students' very good progress in English, mathematics and science.
- Children and students' excellent behaviour, work ethic and commitment for their environment.
- The strong emphasis on healthy lifestyles and healthy eating, and access to a range of physical activities for all students.
- The commitment, vision, energy and sense of purpose of school's leaders and the outstanding support they receive from parents.
- The positive impact made by the governing body on supporting the school's improvement since the previous inspection.







### Key recommendations

- Ensure that, in all Arabic lessons, teaching strategies and the curriculum are effectively modified so that gaps in students' learning are successfully addressed.
- Raise attainment further in the Foundation Stage phase by sharing the very good teaching practice and ensuring expectations are consistently high in all subjects.
- Provide sustained opportunities for all students to develop their enquiry and critical thinking skills throughout the school.
- Accelerate the progress of students with special educational needs and disabilities (SEND) by:
  - Providing clear and precise targets in personal learning programmes (PLPs) which consistently address and remove any barriers to learning
  - monitoring the work of classroom teachers closely so that it consistently meets the needs of all students.

Overall School Performance

Good

1. Students' Achievement

|   |            | Foundation Stage | Primary      |
|---|------------|------------------|--------------|
| Islamic education<br>                  | Attainment | Not applicable   | Acceptable   |
|   | Progress   | Not applicable   | Good ↑       |
| Arabic as a first language<br>         | Attainment | Not applicable   | Acceptable   |
|   | Progress   | Not applicable   | Acceptable   |
| Arabic as an additional language<br> | Attainment | Not applicable   | Weak         |
|   | Progress   | Not applicable   | Acceptable ↑ |
| English<br>                          | Attainment | Good ↑           | Good         |
|   | Progress   | Good             | Very good ↑  |
| Mathematics<br>                      | Attainment | Good ↑           | Very good ↑  |
|   | Progress   | Good             | Very good ↑  |
| Science<br>                          | Attainment | Good ↑           | Very good ↑  |
|   | Progress   | Good ↑           | Very good ↑  |
|   |            | Foundation Stage | Primary      |
| Learning skills   |            | Good             | Good         |

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

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

## 3. Teaching and assessment

|                                 | Foundation Stage | Primary |
|---------------------------------|------------------|---------|
| Teaching for effective learning | Good             | Good    |
| Assessment                      | Good ↑           | Good ↑  |

## 4. Curriculum

|                                      | Foundation Stage | Primary |
|--------------------------------------|------------------|---------|
| Curriculum design and implementation | Good             | Good    |
| Curriculum adaptation                | Good             | Good    |

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

|   | Foundation Stage | Primary     |
|---|------------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding      | Outstanding |
| Care and support  | Good             | Good        |

## 6. Leadership and management

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

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

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

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

- Attainment in the National Agenda Parameter (NAP) in English, mathematics and science is above expectations.
- The school meets the registration requirements for the NAP.
- The leadership is committed to the National Agenda and have a secure understanding of the NAP data analysis. The school's National Agenda Action Plan includes detailed planning for improvements in English, mathematics and science.
- CAT4 results have been aligned to the NAP benchmark test results to identify strengths and weaknesses. All staff are fully aware of the data for each student and use it in their planning.
- Modifications to the curriculum have been made to improve English and science by focusing on the application of skills. In mathematics, there is a greater emphasis on number.
- The development of critical thinking, investigations, open-ended problems, enquiry and application to real life situations are becoming regular features of students' activities.
- Most students are acquainted with their NAP reports and this impacts on the quality of their learning. There are adequate resources and information technology (IT) equipment for students to develop research skills.

**Overall, the school's provision for achieving National Agenda targets meets expectations.**

## Emirati Students

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



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

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

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

- School leaders, and governors, recognise the need to raise levels of achievement for Emirati students. Students' learning needs are now identified and basic areas for improvement are assessed. Strategies have been formulated to promote improved achievement for this group but they are an early stage of development.
- Deeper insight into the achievement of different groups of students is evident and senior staff are focusing with care on developing a sensitive and focused tracking system for Emirati students' progress. The analysis of data is beginning to be shared with teaching staff but not parents and students. Targeted interventions, based on students' learning profiles, are underdeveloped.
- Teachers are beginning to use assessment information but further work is needed to ensure that the curriculum is adapted effectively to focus on improving those areas where Emirati students underachieve. Improving verbal reasoning is not currently a priority in the school.

**The school's provision for raising the achievement of Emirati students, needs improvement.**

## Moral Education

- The school has mapped out the curriculum for moral education and is integrating it effectively through the humanities units, PSHE and through discrete lessons.
- The curriculum is delivered by all teachers and they use a wide range of pedagogical approaches including scenario based learning that enlivens the programme for students.
- Students are encouraged to share their prior knowledge. They engage in dialogue about moral issues in collaboration with their peers.
- Student learning in moral education is assessed informally currently. The school plans to include the assessment of moral education in the standard school reports.

**The school's implementation of the UAE moral educations programme is developing.**

## Social Studies

- Social studies is taught in two distinct blocks of 30 minutes and is also integrated throughout the curriculum. The school meets the requirements of the UAE social studies curriculum.
- Teachers demonstrate good pedagogical skills and a secure knowledge of the curriculum. Students carry out research on topics such as, 'The founding father of the UAE'.
- Group work is facilitated during social studies lessons. Students work collaboratively and share their prior knowledge of topics. Critical thinking is becoming a feature in a significant number of lessons.
- Assessments provide insight into the progress of students and opportunities to plan for the future.

**The school's implementation of the UAE social studies programme is developing.**


## Innovation in Education

- The use of technologies to support cross-curricular STEAM projects in the primary phase, including the use of light sensors and other technical devices to build robots and other sensor controlled devices, is innovative.
- The highly successful STEAM programme has stimulated students to be creative, resourceful and innovative. They take pride in their roles, such as junior science champions, and in managing their own projects.
- Teachers are beginning to provide students with opportunities to develop independent critical thinking skills through problem solving tasks. Use is made of the IT tablets throughout the school.
- The curriculum has been adapted to promote independent research and enquiry, particularly in the primary school.
- Leaders and governors demonstrate a strong commitment to promoting innovation. This includes additional leadership appointments to drive the innovation agenda.

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

## Main inspection report


### 1. Students' achievements

|  |            | Foundation Stage | Primary    |
|--|------------|------------------|------------|
| Islamic education<br> | Attainment | Not applicable   | Acceptable |
|  | Progress   | Not applicable   | Good ↑     |

- Most students have sound, age-appropriate knowledge and understanding of key Islamic concepts and practices. Different groups of students attain at the same level and make similar progress. There are no discernible differences between groups.
- Students' understanding of how to link the Islamic values they learn to the world around them is developing well in all year groups. Recitation skills, although strengthened, are not at the same level.
- Progress in learning about the Holy Qur'an, including recitation rules, has improved since last year as students are supported in exploring concepts at a deeper level.

#### For development


- Improve students' ability to link the Islamic values they learn to their studies in Holy Qur'an, Hadith and Seerah.

|   |            | Foundation Stage | Primary    |
|---|------------|------------------|------------|
| Arabic as a first language<br> | Attainment | Not applicable   | Acceptable |
|   | Progress   | Not applicable   | Acceptable |

- Most students have secure listening skills. They can read and respond to questions on familiar reading texts, but few read and understand extended texts independently.
- Students' speaking is clear but brief, with frequent lapses into colloquial Arabic and, on occasionally into English. Writing and reading skills are not as strongly developed, in particular, knowledge of spelling and grammar rules.
- Progress is slow in writing, including the use of appropriate spelling and some basic grammar. There are few opportunities for extended writing and for students to share their writing with each other.

#### For development

- Improve students' spelling and grammar rules in writing.
- Provide regular, well-planned and extended opportunities to develop speaking skills.

|   |            | Foundation Stage | Primary      |
|---|------------|------------------|--------------|
| Arabic as an additional language<br> | Attainment | Not applicable   | Weak         |
|   | Progress   | Not applicable   | Acceptable ↑ |

- Most students are beginning to improve their achievement, although close to a third of students remain unable to reach the minimum expected level in relation to the number of years of study.
- Students are increasing their vocabulary steadily. As a result of improved teaching, students are able to recognise sound and shape of Arabic script.
- Students' writing is improving but is still limited to the narrow range of topics in class. They lack the opportunities to share their writing and learn from each other.

#### For development

- Provide opportunities in classes for students to effectively use language in a wider range of contexts, both in writing and speaking.

|  |            | Foundation Stage | Primary     |
|--|------------|------------------|-------------|
| English<br> | Attainment | Good ↑           | Good        |
|  | Progress   | Good             | Very good ↑ |

- Teachers use benchmark assessment data well to match learning activities to students' needs. Foundation Stage children develop a secure understanding of how to link sounds and letters. Primary students develop good reading and writing skills. The accuracy of spelling and punctuation for younger primary students is not as strong.
- Most students understand what they have to do to improve. Older students are independent learners who take responsibility for their own learning. The use of tablet computers in lessons enables students to work at their own pace and level.
- Older primary students make very good progress in writing as a result of changes in the writing curriculum. They write fluent, expressive and accurate descriptions. Most students speak well, present their work confidently and can read and understand texts and extract information.

#### For development

- Enable younger primary students to spell and punctuate their written work accurately.
- Provide all students, particularly those with higher abilities, opportunities to extend their understanding of a broad range of literature.
- Help younger primary students to develop higher order reading skills through access to more challenging resources.


|  |            | Foundation Stage | Primary     |
|--|------------|------------------|-------------|
| Mathematics<br> | Attainment | Good ↑           | Very good ↑ |
|  | Progress   | Good             | Very good ↑ |

- Attainment and progress is good in the Foundation Stage and very good in the primary phase. It accelerates as students move through the school and is very strong in upper primary classes. This is evident in lessons and work in books. Internal and external assessment data identify that a large majority of students are working above age related expectations.
- A large majority of students in the primary phase demonstrate skills, knowledge and understanding that exceed curriculum expectations, especially in higher classes. Most students' numeracy skills are secure. They acquire very good strategies to solve problems and apply their knowledge to real life situations.

- Students' achievement has improved in the primary phase, as the department has increased the focus on developing students' problem solving and mental mathematics skills through task based activities to enhance students' understanding of mathematical concepts.

#### For development

- Increase the use of supplementary questions to probe students' understanding and enable them to evaluate their learning.

|  |            | Foundation Stage | Primary     |
|--|------------|------------------|-------------|
| <br>Science | Attainment | Good ↑           | Very good ↑ |
|  | Progress   | Good ↑           | Very good ↑ |

- The attainment and progress of students are improving in both Foundation Stage and primary. Assessment results are particularly strong in the upper end of the primary phase and this is supported by the rate of learning in lessons.
- In both phases, students acquire knowledge and are able to apply it in their investigations. This is a stronger feature in the primary phase because students are given greater opportunities to think and solve problems.
- The introduction of the STEAM project, led by enthusiastic science champions, is generating an excitement for learning. It is helping to increase students' achievements, particularly in the primary phase, because students are able to link what they are learning to other areas of the curriculum.

#### For development

- Improve the children's attainment and progress in the Foundation Stage.

|                 | Foundation Stage | Primary |
|-----------------|------------------|---------|
| Learning Skills | Good             | Good    |

- In the upper primary years in particular, students engage successfully and learn independently. Some students undertake investigative projects and use their knowledge, skills and understanding to share their insights with their peers and teachers.
- Critical thinking is developing well in the upper primary. The effective use of technology is a regular feature in many classes across the school including the Foundation Stage, where groups of children take turns solving mathematical problems using the interactive whiteboard.

- The development of learning skills remains good, as in previous years. Sustained opportunities for students to use technology and develop critical thinking and problem-solving skills are becoming more frequent.

#### For development

- Deliver the curriculum in an innovative fashion that enables all students to develop independent and enquiry skills.

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

|  | Foundation Stage | Primary     |
|--|------------------|-------------|
| <b>Personal development</b>  | Outstanding      | Outstanding |
| <ul style="list-style-type: none"> <li>• Excellent personal development is a strong feature throughout the school. Students are a credit to themselves and the school. They show a maturity beyond their years. Students are happy in school and consider that their teachers are friendly, approachable and supportive.</li> <li>• All aspects of personal development are extremely strong. Students have excellent attitudes to learning and complete tasks promptly and willingly. Behaviour is often exemplary in lessons and around school. Students are self-disciplined and self-reliant. Relationships between teachers and students are very positive.</li> <li>• Students have clear understanding of the benefits of leading safe and healthy lifestyles. Attendance and punctuality are good. Personal development remains excellent from the previous inspection.</li> </ul> |                  |             |

|   | Foundation Stage | Primary |
|---|------------------|---------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b>  | Good             | Good    |
| <ul style="list-style-type: none"> <li>• Students have good, developing knowledge and understanding of Islamic values and Emirati traditions in Dubai and the UAE.</li> <li>• Students' awareness and understanding of contemporary life in Dubai is well developed. They are able to identify the key features of Emirati heritage and culture.</li> <li>• There is a strong ethos of appreciation and awareness of diversity in Dubai reflected in everyday behaviour. However, Students' knowledge of world cultures is less developed.</li> </ul> |                  |         |

|  | Foundation Stage | Primary     |
|--|------------------|-------------|
| <b>Social responsibility and innovation skills</b> | Outstanding      | Outstanding |

- Students throughout the school display an excellent work ethic. This includes children in the Foundation Stage who enthusiastically participate in environmental initiatives. The student Eco-Committee is active in promoting schemes to care for the school environment, such as recycling plastic bottles into truly creative designs.
- Most students are highly committed to their school community. They are active in working to improve the lives of others. They contribute to whole school charity fund-raising events, such as 'Pink Days', that have a positive effect in the wider community.
- The highly successful STEAM programme has stimulated students to be creative, resourceful and innovative. They take pride in their roles, such as junior science champions, and in managing their own projects, for example when they design drones, robots and create animations using green screens.

#### For development

- Promote opportunities for students to use their own initiative across the curriculum, particularly in understanding world cultures.

### 3. Teaching and assessment

|  | Foundation Stage | Primary |
|--|------------------|---------|
| <b>Teaching for effective learning</b> | Good             | Good    |

- Teaching for effective learning is very strong in English, mathematics and science in the upper primary years, and good in the Foundation Stage. It is less effective in Islamic studies and in Arabic language, but is improving.
- In the better lessons, teachers provide tasks that offer suitable challenge to different groups of students and some opportunities to develop their independent critical thinking skills. Most teachers use open questions skilfully to probe students' thinking and enable them to communicate their ideas in depth. In the Foundation Stage, this is not consistent.
- Teaching and learning, have improved since the previous inspection in English, mathematics and science. However in the Foundation Stage and in Arabic and Islamic education lessons, teachers do not always provide consistent challenge through questioning to develop children's critical thinking, especially for high achievers

|                   | Foundation Stage | Primary |
|-------------------|------------------|---------|
| <b>Assessment</b> | Good ↑           | Good ↑  |

- In both the Foundation Stage and primary phase, teachers have good knowledge of the strengths and weaknesses of individual students and the recording of these is comprehensive. Students are involved in, and enjoy, assessing their own learning at the end of lessons.
- Teachers make use of data from external benchmarks to measure the potential and outcomes of individual students against international expectations. However, assessment is not always used effectively to adjust teaching to ensure the needs of different groups of students, especially students with SEND, are met.
- Internal assessments are fully in place across the school and are aligned with data from external benchmarks. They are all linked to the curriculum and are providing clear measures of students' performance.

#### For development

- Use assessments accurately to adjust teaching to meet the learning needs of all groups of students, including students with SEND.

## 4. Curriculum

|   | Foundation Stage | Primary |
|---|------------------|---------|
| <b>Curriculum design and implementation</b> | Good             | Good    |

- The EYFS curriculum is successful in supporting the development of students' learning skills and personal development. It promotes interest and enjoyment. The primary curriculum is well designed with cross-curricular themes and meets the needs of a majority of students. These themes are planned well in science, maths and English.
- The curriculum is regularly reviewed and modified by leaders and subject teachers. Lesson plans are refined and expectations clear. Most English, science and maths lessons provide a variety of learning experiences for students to link learning to real life.
- Several improvements have had significant impact in improving the curriculum, including the 'Talk for Writing' programme in English and adopting the Singapore approach in maths. Continuity and progress are good. Improvements in communication in have ensured smooth transition between phases.

|   | Foundation Stage | Primary |
|---|------------------|---------|
| <b>Curriculum adaptation</b>  | Good             | Good    |
| <ul style="list-style-type: none"> <li>The school has made significant changes to adapt to the new English national primary curriculum. Assessment processes have been updated in line with curriculum requirements. The introduction of Arabic, social studies and moral education in both phases have been integrated well.</li> <li>The curriculum offers a range of opportunities to motivate most students, for example, reluctant readers with the Reading Dogs programme. Extra-curricular activities foster creativity and enhance students' personal development. The STEAM programme has significantly increased the innovative and enquiry nature of students' learning.</li> <li>Several recent modifications to the curriculum have not been fully embedded and become consistently effective across both phases. These include the 'Cornerstones' enquiry based learning programme in the Foundation Stage and the 'Read, Write Inc.' phonics and language programmes throughout the school.</li> <li>Arabic is taught in FS1, through a weekly thirty minutes session and in FS2, through two 30 minutes sessions per week.</li> </ul> |                  |         |

#### For development

- Adapt the curriculum to address the specific learning needs of students with SEND, Emirati students and students studying the Arabic B curriculum.

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

|  | Foundation Stage | Primary     |
|--|------------------|-------------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b>   | Outstanding      | Outstanding |
| <ul style="list-style-type: none"> <li>The school provides outstanding protection, care, guidance and support for its students; it takes its responsibilities for the welfare of children and students very seriously. The extensive policies and procedures are consistently applied in both phases.</li> <li>Robust arrangements for child protection, safeguarding and protecting information about students meet all requirements and are continually reviewed and updated. For example, a second defibrillator available at the swimming pool has recently been installed. Students, staff and parents know the importance of keeping themselves safe when using the internet.</li> <li>Procedures to ensure that students arrive safely and leave the buses at the correct location are rigorous. The school is vigilant in keeping students safe during major construction works near the school campus.</li> </ul> |                  |             |

|                  | Foundation Stage | Primary |
|------------------|------------------|---------|
| Care and support | Good             | Good    |

- The school offers good care and support within a family ethos where all individuals are valued. Strong systems reinforce students' exemplary behaviour. Attendance matters are carefully monitored but, despite the schools' best efforts, some students do not attend punctually.
- The needs of students with SEND are identified quickly following a short period of close evaluation. Parents are appropriately informed about progress but receive only limited guidance to help them support their children at home. Targets in individual learning plans (IEPs) guide future progress securely.
- Support for students with SEND has improved with more well-trained staff and additional resources. Support is good and often very good where students receive individual or group support from specialist staff but it is more variable across classes and subjects.

#### For development

- Provide support and training for parents to develop their understanding of their children's learning needs and extend the support they give at home.

#### Inclusion of students with SEND (Students of determination)

|   |      |
|---|------|
| Provision and outcomes for students with SEND | Good |
|---|------|

- There is a clear and structured path for the development of inclusive education, fully supported by governors, and very ably championed by the SENCO. Improved levels of staffing and resources are used with increasing effect and are reflected in the well-designed programmes of individual and group support.
- The identification of students requires further refinement to ensure all needs are accurately assessed and timely interventions for students are appropriate. The school has consistently applied plans and policies across the school that are of benefit to students and informative for parents.
- The close involvement of parents with their children's education includes regular reports and informal, helpful contact with class teachers and specialist staff when required. Parents are mostly well engaged with their children's educational programme and progress but do not receive specific additional training or guidance to provide effective support at home.
- Learning Support Assistants, provide increasingly valuable support in lessons and small groups where the curriculum is modified well to meet the needs of students with SEND. Support by teachers is variable and in a few classes work is not appropriately matched to the learning needs of students.

- Students with SEND make good and sometimes very good progress from their different starting points. Progress is better where the students' learning plan targets are precise and provide a clear signpost for students on how they can improve their work.

#### For development

- Carefully monitor the support provided in classes and the effectiveness of modifications of the curriculum by class teachers to meet the needs of students with SEND.
- Include all students with an identified learning need on the SEND register.
- Ensure that all staff are fully trained in, and applying, the revised methods of assessment for students with SEND which provide a more sophisticated and holistic approach to progress.

### 6. Leadership and management

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

- The clear and challenging vision is energetically promoted by the principal who leads from the front and is well-supported by the leadership team. Almost all leaders are increasingly effective in accepting responsibility and accountability for standards within their areas of responsibility; a few need more time and experience to bring about sustained improvements to students' outcomes and developments in all areas.
- School self-evaluation is increasingly deeper in process; strengthening distributive leadership is a key area of development. There is an appropriate focus on effective learning, with stronger practice being shared by lead practitioners, giving good capacity for further improvements. There has been a good response in addressing the recommendations from the previous inspection, notably in terms of 'raising the bar' in terms of expectations.
- Excellent parental engagement is at the heart of the school community. An ongoing programme of workshops enables most parents to help their children and improve their learning. A wide range of communications and the school's 'open door' approach ensures parents are kept very well informed. Parents' suggestions and concerns are taken seriously and responded to swiftly. Meetings between teachers and parents to discuss students' progress are very well attended.
- Governors clearly articulate the school's strengths and areas for development, and are dedicated to engaging in well-supported improvement actions. The strategic, advisory role of governance includes rigorously holding the professional leadership of the school to account for its performance. They support quality staff recruitment and professional development. The monitoring of students' outcomes linked to the use of assessment data analysis is in its early stages of development.

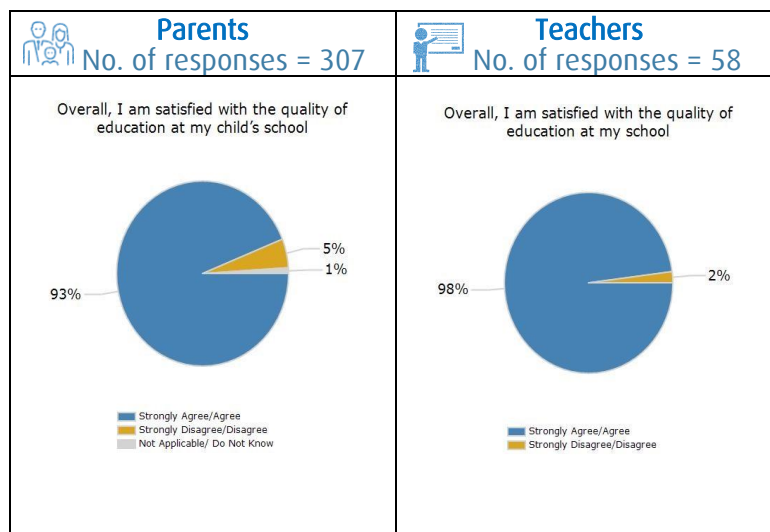
- The day-to-day life of the school is managed very effectively and efficiently. Members of staff are well-qualified for their roles and effectively deployed to enhance the students' academic and personal learning experiences. The premises, facilities and learning resources are of the highest quality; the school has specialist rooms including a computer suite, science laboratory, library, physical activity areas and new learning support bases.



#### **For development**

- Improve the self-evaluation process by skilfully and accurately analysing the available assessment data and develop how this information is effectively used to adjust teaching and match it to the needs of students.

## The views of parents, teachers and senior students

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



|   |   |
|---|---|
|  <b>Parents</b>  | <p>Almost all parents who responded are positive overall about the quality of education provided. They feel their children enjoy school and are developing a range of skills, including an awareness of other cultures. A few do not feel the teaching of Arabic is up to standard. Almost all parents are confident that their children are safe in school and on school buses. They believe the school is well led.</p> |
|  <b>Teachers</b> | <p>Almost all teachers who responded are positive about all aspects of the school provision. They feel students behave well and work collaboratively with each other. Most teachers believe that students with SEND are accurately identified and supported in their learning. Almost all agree the school is well led and they are happy to work there.</p>  |

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)