

Inspection Report



Al Safa Private School

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development?	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	16
How well does the school protect and support students?	17
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	19
What are the views of the Head teacher, parents, teachers and students?.....	22
What happens next?.....	23
How to contact us.....	23

School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	2004
Website	www.safaschooldubai.com
Telephone	043884300
Address	P O Box 71091,Dubai
Head teacher	Maureen Chapman
Language of instruction	English
Inspection dates	3 rd – 5 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage - Year 6
Number of students on roll	794
Number of children in FS1	107
Number of Emirati students	8
Number of students with SEN	35
Largest nationality group of students	British



Teachers / Support staff

Number of teachers	57
Largest nationality group of teachers	British
Number of teacher assistants	29
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	20%



Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	SATs
Accreditation	NA



Parents' Report

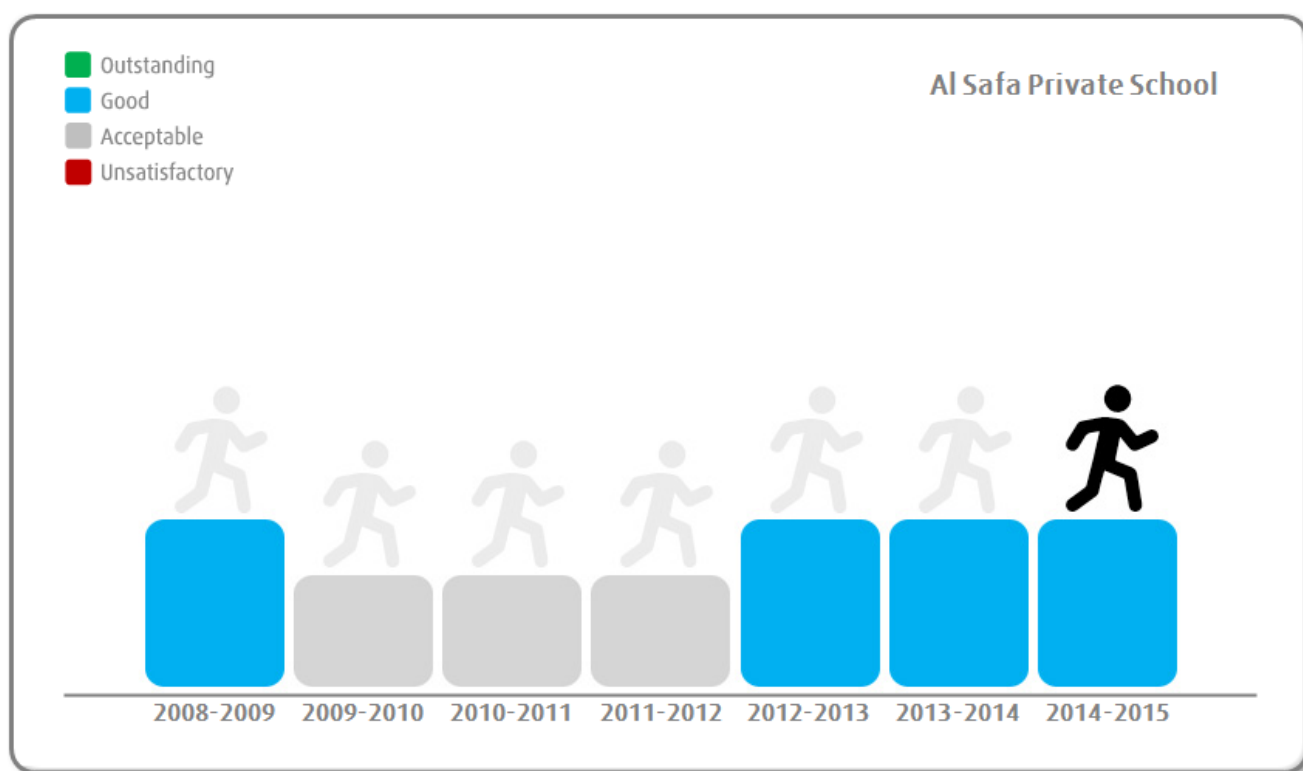




Dear Parents,

Al Safa Private School was inspected by DSIB from 3rd to 5th November 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students enjoyed school, had very positive attitudes to learning and behaved extremely well.
- The learning environment in the Foundation Stage was of high quality.
- Effective teaching enabled students to reach above average levels in English, mathematics and science, by the end of Year 6.
- The curriculum was well-planned and engaging for students. A good range of additional activities contributed to their academic progress and personal development.
- Students' health and safety were given high priority.
- School leaders worked hard to try to ensure that all students did as well as they could.

Areas for improvement

- Improve the quality of teaching in Islamic Education and Arabic language lessons so students make good progress as they do in other subjects.
- Improve the quality of the specialist advice and information given to class teachers about students with special educational needs so they can achieve better in their day-to-day learning.
- Ensure middle managers are routinely involved in evaluating the school's performance and in planning and taking responsibility for school improvements.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Safa Private School



How well does the school perform overall?

Al Safa Private School provided a 'Good' quality of education for its students.



- Students made good progress and attained good standards in English, mathematics and science. Their progress and attainment in Islamic Education and Arabic were less secure.
- Students' personal development was a significant strength. They were very well behaved, had extremely positive attitudes and wanted to learn.
- Effective teaching in most subjects motivated students to do well.
- The curriculum was applied in ways that increased students' enjoyment of learning and their achievement.
- Students needing additional help were identified quickly. Good support was provided by the specialist staff but teachers lacked sufficient guidance about how to support these students in lessons.
- Arrangements for health and safety were highly effective.
- Strong leadership, good management and productive relationships with parents contributed to the school's warm and purposeful atmosphere.



How well does the school provide for students with special educational needs?

- The newly-appointed Head Teacher had begun a review of provision for students with special educational needs in line with the school's vision of, 'Every Child an Achiever'.
- The school effectively identified students with special educational needs using a range of assessments. Individual educational plans contained appropriate targets but were not yet written in plain language that would help students understand what they had to do to improve.
- Teachers adjusted their lesson planning more effectively in English, mathematics, and science than in the other key subjects.
- Progress was good for the majority of students with special educational needs. However, their progress in Islamic Education and Arabic was weaker.
- The school had not yet fully involved all parents as active partners in their children's learning.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Unsatisfactory ↓
 English	Attainment	Good	Good
	Progress	Good	Good
 Mathematics	Attainment	Good	Good
	Progress	Good	Good
 Science	Attainment	Good	Good
	Progress	Good	Good
		Foundation Stage	Primary
Learning skills		Good	Good

↑ Improved from last inspection

↓ Declined from last inspection


2. How good is the students' personal and social development?

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary
Curriculum quality	Good	Good
Curriculum design to meet the individual needs of students	Good	Acceptable 

5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good



School **Inspection** Report



Overall school judgement

Good

Key strengths

- Students had excellent behaviour, an enthusiasm for learning, and a strong sense of responsibility.
- There were extremely positive relationships between adults and students.
- There was a high-quality learning environment in the Foundation Stage.
- Good teaching in most subjects stimulated and engaged students.
- The arrangements for ensuring students' health and safety were highly effective.
- The determination of senior leaders ensured that most students were achieving as well as they could.


Changes since the last inspection

- There was more effective use of assessment in lesson planning, which meant that the work was usually matched to meet the needs of different groups of students. This was particularly evident in English, mathematics and science, but less secure in the teaching of Islamic Education and Arabic as an additional language.
- Students were more consistently improving their skills in English, mathematics and science as they moved through the school.
- Checks on the quality of teaching were more systematic and this contributed well to school improvement.

Recommendations

- Improve assessment and teaching in Islamic Education and Arabic to ensure that:
 - work in lessons is set at the right levels for different groups of students, particularly for those with special educational needs;
 - students build up their knowledge, understanding and skills as they progress;
 - students' progress and attainment can be accurately measured and evaluated.
- Improve the overall quality of provision for students with special educational needs by:
 - providing high quality support for students, particularly in Islamic Education and Arabic;
 - developing the role of special educational needs staff in advising and supporting class teachers on how best to support students;
 - involving parents more fully as partners in their children's learning, including their contribution to individual education plans.
- Strengthen self-evaluation by:
 - further analysing assessment data to identify and tackle any anomalies in the progress of different groups of students;
 - refining subject leadership in order to gain an overview of the quality of provision and students' achievement in each key subject.

 Improved from last inspection

 Declined from last inspection


1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most children progressed well in listening, understanding and speaking English. The majority had good letter recognition skills. By the end of the Foundation Stage, children were beginning to apply phonic skills and blending them into three-letter words. A few of the more able children wrote their names and read simple sentences.
- In mathematics, most children were confident in counting to 20 and recorded numbers accurately when measuring objects. They used words to compare sizes like longer, biggest or heaviest. Children confidently matched and made patterns and sequences with colours and shapes.
- Children's attainment and progress in science were good. They knew what plants needed to grow and enjoyed using magnifying glasses to observe plants in detail and recording the growth cycle using pictures. Older children were able to label what they saw.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Unsatisfactory 
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Students could identify key Islamic concepts. However, their understanding of Islamic rulings and values, and their awareness of how these were related to their own everyday lives, were less developed. They also made slower progress in Qur'an recitation rules.
- In Arabic as a first language, most students were developing their listening and responding skills. They showed good knowledge of Arabic grammar. However, they did not progress well in their speaking skills as well as with their creative and extended writing.
- Students studying Arabic as an additional language struggled to understand spoken language, including basic instructions. They were not developing age-appropriate speaking skills, as they were confined to the use of simple vocabulary and short phrases. They made some progress in writing but it was limited to words and short phrases and, at best, to short sentences within a structured pattern.
- Most students spoke and listened confidently in English and could respond well to questions from their teachers and peers. Their reading skills were well developed and they understood the significant

ideas, themes, events and characters in both fiction and non-fiction texts. Whilst the grammatical structures of their sentence writing were usually correct, students were not consistently accurate enough with their handwriting and spelling.

- Most students were skilled in using number for calculations and, by Year 5, were confident in their use of fractions. The majority had a very good understanding of measurement and how to use their skills in real-life contexts. By Year 6, students used simple algebraic equations well, for example to find areas of shapes. Most created and interpreted bar and line graphs and a few could apply their skills to make simple conversion tables. They were less consistent in using their skills in problem solving activities.
- By the end of Year 6, most students understood key scientific methods, such as the importance of fair tests in experiments. They could apply this knowledge in other learning, for example, when studying the life cycle of plants.

	Foundation Stage	Primary
Learning skills	Good	Good
<ul style="list-style-type: none"> • Students' positive attitudes towards their learning were seen across the school. Students at all levels thoroughly enjoyed their learning and showed a willingness to take responsibility for their own studying. • Most students exhibited very effective levels of collaboration, particularly in the upper primary grades. • Students frequently made clear connections to real life or other subject areas when provided with opportunities to do so. • Senior students were able to conduct research and, when given appropriate opportunities and time allocations, use higher order thinking skills. Learning Technology skills were seldom seen in the classroom situation. 		

2. How good is the students' personal and social development?

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding

- Students had extremely positive attitudes to school and were enthusiastic learners. The youngest children entered school each day in eager anticipation. The older students showed impressive maturity as they discussed the next steps in their learning that had been highlighted by their teachers.
- Across the school students behaved exceedingly well. Their natural exuberance permeated the school day. Relationships between students and adults were excellent.
- Students were sensitive and respectful to one another. They valued working alongside classmates from a wide range of cultures.
- Students were well aware of the need for a healthy lifestyle. They talked enthusiastically about their love of physical education and most sports clubs were over-subscribed. They understood the need to have a balanced diet and, for the most part, they made sensible food choices.
- Attendance levels were good and students were punctual at the start of the day and for lessons.

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

- Students demonstrated a clear understanding of Islamic values. They developed a good appreciation of the relevance and impact of these values on life in Dubai.
- Students understood the heritage and cultural aspects of life in Dubai. However, they struggled to identify some aspects of life in other Emirates.
- Students' knowledge of world cultures was good because of the curriculum opportunities they were given to explore and learn about other cultures.

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding

- Students showed an outstanding understanding of their responsibilities as members of the community. This was exemplified by their dedication to preserve the environment and conserve its resources.
- Students were proactive and critical of issues related to their learning and school life. Environmental awareness was strong. They could clearly pinpoint the issues relating to pollution and to the importance of energy conservation.
- Students understood environmental changes but were less confident in articulating their ideas about how to solve environmental problems.

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Good	Good
<ul style="list-style-type: none"> • Most teachers had good subject knowledge and used it well to probe students' understanding. • Lesson planning almost always included learning objectives. These objectives were generally clear and focused on what students of different abilities should learn and which skills they needed to develop. Tasks and resources were used well to promote interest and stimulate thinking. • The positive rapport between teachers and students ensured a productive learning environment in most classes. • In the best lessons, there was good challenge, a lively pace and ample opportunities for independent learning. However, not all teachers had received support in developing effective teaching methods. • Children were given frequent opportunities to apply their learning to the real world. However, there were missed opportunities to make use of technology in some lessons. • In Arabic as a first language, teaching was mostly teacher led. Teachers did not vary their teaching strategies to meet students' varied learning needs. This limited their progress. 		

	Foundation Stage	Primary
Assessment	Good	Good
<ul style="list-style-type: none"> • Teachers' assessments of students' progress towards challenging targets were systematic and accurate. Assessments were carried out regularly and moderated across year groups. In many classes, teachers successfully promoted the involvement of students in their own assessment. However, this practice was inconsistently applied across the school. • Senior staff and teachers used international and internal assessments to check students' progress and identify any underperformance. Appropriate action, in the form of additional individual support or adjusted teaching, was then taken to tackle any weaknesses. • Teachers' marking of students' work was regular and most provided guidance on how the work could be improved. However, there was inconsistency in the extent to which teachers' checked spelling and grammatical errors and required corrections to be made. • Good use was made of assessment information as a management tool to check the effectiveness of teaching and identify where further training was required to develop teachers' skills. • Teachers' use of assessment to meet the needs of all students was underdeveloped in some classes and subject areas, especially in Islamic Education and in Arabic as a second language. 		

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary
Curriculum quality	Good	Good
<ul style="list-style-type: none"> The school provided a broad and balanced curriculum. It was in line with the English National Curriculum and had clear content and skills development across key subjects. The activities provided for appropriate creative and physical development, in addition to academic. Good attention was paid to language development in the Foundation Stage. The Foundation Stage planning ensured good development across the two years. Curriculum planning was consistent within year groups but was less effective between phases. Students had good opportunities to extend their experiences and meet their interests. For example, senior students had opportunities to take part in enterprise projects and extend their skills in computer technology. The curriculum in each year group made links through projects and topics but not consistently in all subjects. The school had reviewed the curriculum appropriately and adjusted the programmes of study to ensure consistency across year groups and to implement the new English National Curriculum programmes of study. The curriculum in Arabic as a first language relied too much on the Ministry of Education textbooks. Enrichment with extra materials was scarce, resulting in students attaining just in line with national standards. 		

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Good	Acceptable ↓
<ul style="list-style-type: none"> Teachers adjusted the curriculum in English, mathematics and science to meet the needs of different groups of students. This helped develop students' knowledge, understanding and skills in these subjects. In Islamic Education and Arabic, however, teachers did not make such effective adjustments. In both the Foundation Stage and Primary, there were inconsistent opportunities for students to make choices about what and how they learned. Students spoke positively about choices in some topic work, for example on exploration, but were not given the scope to make more decisions in their learning. Extra-curricular activities supported most students' learning and personal development effectively. The programme included team and competitive sport, residential adventure experience, and trips and visits related to what they were learning in lessons. The school offered four, 50-minute sessions of Arabic instruction for all the 150 Arab children in the Foundation Stage. 		

5. How well does the school protect and support students?

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> The highest priority was given to students' health and safety. There were four designated child protection officers and all staff were trained in the procedures, including those who had recently been appointed. Security was stringent, including checks on access to the building. Arrangements for first aid and general medical care were well established and effective. There were first-class arrangements to ensure students' safety on the buses, with electronic swipe cards being used to check students on and off. All buses had a trained escort to supervise students throughout the journey. Arrangements for parents to drop off and pick up their children by car were very well organised. Comprehensive records were kept of medical history and accidents. Fire practices were held each term and clearly documented. The premises were very well designed and maintained to a high standard. Rooms were spacious enough to accommodate all students including, the youngest and the oldest. A systematic programme for personal, social and health education provided good support for students' all-round development and well-being. It raised their awareness of the importance of a healthy lifestyle, including the risks associated with smoking. 		

	Foundation Stage	Primary
Quality of support	Good	Good
<ul style="list-style-type: none"> Mutually-respectful and harmonious relationships among staff and students created a purposeful learning environment across the school. The school's arrangements for managing attendance and late arrival were thorough. Absences were quickly recorded and parents contacted. The school's admissions policy was inclusive and there were effective arrangements for the identification of barriers to students' learning, in partnership with appropriate professional advisers. Personal support for students with special educational needs was most effective in English, mathematics and science and, as a result, the majority of students made good progress in these subjects. The school's programmes of personal, social and health education provided effective support and advice to all students in helping them to keep healthy and safe in a range of situations, including the use of the internet. Effective advice and guidance were also provided for older students transitioning to the next stages of their learning. 		

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> • The newly appointed Head Teacher had led a review of the provision for special educational needs. This included revising the school policy, focusing on evidence-based assessment of students' individual learning needs and clarifying roles and responsibilities. The review had, importantly, included the role of class teachers in providing support. Additional staff, including bi-lingual support staff in Arabic, had been appointed to augment the school's provision. The special educational needs co-ordinator led her team effectively in respect of provision for English, mathematics and science, and modelled valuable practice in supporting students. • The identification of students made suitable use of external agencies and professional expertise, which included developmental assessment in the Foundation Stage. Any cause for concern raised by teachers and parents was effectively followed up. Definitive identification led to the compiling of individual education plans but these were not always written in accessible language or consistently shared with parents. • Curriculum modification and support for students were more consistently developed in English, mathematics and science. This was generally more effective, than support provided in Islamic Education and Arabic Languages. • Parent partnerships were effective overall. However, parents were not involved consistently enough as active partners in their children's learning, for instance, in the preparation of their children's individual learning plans. • Overall, the majority of students with special educational needs made good progress overall. However, their progress in Islamic Education and Arabic languages was weaker than in English, mathematics and science. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • Senior and middle leaders shared a vision for further improving the school, which included establishing a school with a purposeful atmosphere that was conducive to learning. • Leadership roles were clearly defined and middle managers made a strong contribution to the life and work of the school. The school was justifiably planning to restructure the leadership team to strengthen the management of the key subjects. • Relationships across the school were excellent and staff at all levels worked with a common sense of purpose and mutual support. Expectations were made clear and staff had taken on board and willingly implemented the ideas of the new Head Teacher. For example, involving parents in a more systematic approach to the teaching of reading. • School leaders were innovative and took the initiative in planning improvements. For example, much had been achieved in a short time in enhancing learning in the Foundation Stage. Year group leaders were well ahead with their plans to meet the requirements of the revised English national curriculum in creative ways. • Good progress had been made in addressing the areas for improvement identified in the previous inspection report and school leaders demonstrated capacity to move the school further forward. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The school's view of its own performance was broadly accurate and priorities for improvement were clearly identified. There was continuous focus on enhancing students' experiences and enabling them to achieve well. The views of staff, parents and students were sought and carefully considered when improvement plans were being made. • Staff performance was well managed. The quality of teaching was carefully monitored. Successful methods were shared and staff benefited from additional training. For example, the teaching of reading had improved following training on the teaching of phonics. The lack of specific leaders with an oversight of progress and the quality of teaching in key subjects across the school constrained self-evaluation and development planning to some extent. • Assessment information was used well on the whole to identify strengths and to identify where improvements were needed. However, because assessment in Islamic Education and Arabic was not accurate, school leaders had an unrealistic view of attainment and progress in these subjects. Action plans generally included specific and measurable targets although it was not obvious from the whole school development plan which initiatives had the highest priority. • There had been good progress overall in implementing the recommendations from the last inspection. There was more effective use of assessment in lesson planning which meant the work was usually at the right level for different groups of students. More effective planning within and between year groups meant that students were building on previous learning and improving their skills in English, mathematics and science as they moved through the school. Middle managers were playing an increasing role in monitoring, supporting and guiding teachers and were making a stronger contribution to school improvement. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents were successfully encouraged to see themselves as partners in their children’s education. They were very positive about the welcome they received from all staff and the information they received on their children’s progress. An active ‘Parent Teacher Organisation’ contributed to the strong sense of community. Parents valued the ‘class parent’ arrangement where practical issues related to each class could be quickly communicated. • Well-established communication systems included frequent newsletters, emails, instant messaging and access to the school website. Weekly newsletters, sent electronically, provided parents with a wealth of information. They included photographs of students receiving the Head Teacher’s award, which parents very much appreciated. • Parents received comprehensive reports about their children’s academic progress and personal development. These provided clear information about how their children were doing compared to the expectations for each year group. Under each subject, teachers pointed out what the child could do to improve and, where appropriate, how parents might help. • Strong links with the local community through educational visits contributed to students’ understanding of local culture, traditions, values and beliefs. Links with the British Embassy had been established. For example, the school choir was scheduled to perform at a Remembrance Day function and to sing at a ‘Carols on the Lawn’ event. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • There was a good range of expertise and experience amongst the members of the Governing Body. There were parents, teachers and other members of staff on the Board, which provided a useful conduit for information. Annual questionnaires and one-off surveys enabled governors to consult parents and consider their views. Governors took seriously parents' suggestions and concerns. • Governors had a very good understanding of how assessment data could be used to evaluate the school's performance against international standards. They also gained insights into strengths and areas for improvement through the Head Teacher's summaries of the quality of teaching and learning in each phase. • Governors ensured that resources were reviewed regularly and that any deficits were addressed. For example, as a result of consultation with school leaders, there had been improvements in the Foundation Stage and in the provision for information technology. Through their well-informed understanding of the school and support for the leadership team, governors had a positive impact on the school’s performance. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The management of staffing, facilities and resources was good. Very effective communication systems contributed to the smooth running of the school on a day-to-day basis. There were clear procedures, for example, for monitoring the arrival and departure of visitors. • There was a good range of expertise and experience among the teaching staff, almost all of whom had a recognised teaching qualification. Support staff, such as financial administrators and nurses, had the requisite qualifications. There were subject specialists in information technology, music and physical education, although this was not the case in all subjects. • The premises were spacious, bright and extremely well maintained. Wide corridors and additional large spaces were used effectively for a range of purposes, including an imaginatively planned 'discovery' area in the foundation stage and comfortable seating areas for small group work. Facilities for physical education were first class. Full advantage was taken of the large multi-purpose auditorium, the covered outdoor sports areas and two sheltered swimming pools. • There were ample resources in the Foundation Stage and for the teaching of English and mathematics. Resources for other subjects were adequate. The library was generally well stocked although there was a limited range of books to support learning in Islamic Education and Arabic. All classrooms were equipped with an interactive white board and 75 tablet computers had been acquired. However, students' routine access to computers to support their learning was still limited. 	

What are the views of the Head teacher, parents, teachers and students?

Before the inspection, the views of the Head teacher, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	259	42%
	Last year	99	16%
 Teachers	45		73%
 Students	There are no upper secondary-aged students in the school		
<ul style="list-style-type: none"> • The response rate from parents this year was more than double last year's rate. • Parents were overwhelmingly positive about the quality of education provided by the school and were confident in its leadership. • Although parents were happy with their children's progress in English, mathematics and science, a significant minority was concerned about their children's progress in Islamic Education and Arabic languages; a similar proportion felt the range of subjects was limited. • Parents were particularly pleased with their children's personal development and were confident that they were kept safe. The majority was positive about how their children were developing learning skills. Almost all felt that bullying was not an issue in the school. • Teachers were almost all positive about all aspects of the school. 			

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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