

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

# Inspection Report 2018-2019

## Safa British School

11 YEARS OF INSPECTIONS

### Good

Curriculum  
UK


















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## School Information

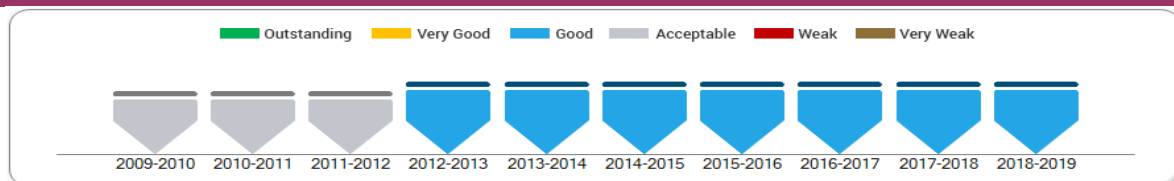
<b>General Information</b>	 Location	Al Safa
	 Opening year of School	2004
	 Website	www.safabritishschool.com
	 Telephone	043884300
	 Principal	Zara Harrington
	 Principal - Date appointed	2/18/2018
	 Language of Instruction	English
	 Inspection Dates:	21 to 23 January 2019

<b>Students</b>	 Gender of students	Boys and girls
	 Age range	3 to 11
	 Grades or year groups	FS1 to Year 6
	 Number of students on roll	711
	 Number of Emirati students	36
	 Number of students of determination	91
	 Largest nationality group of students	Arab

<b>Teachers</b>	 Number of teachers	61
	 Largest nationality group of teachers	United Kingdom
	 Number of teaching assistants	30
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	0
	 Teacher turnover	30%

<b>Curriculum</b>	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	UK SATs, GL
	 Accreditation	BSO and BSME
	 National Agenda Benchmark Tests	GL

### School Journey for Safa British School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- Attainment and progress in English, mathematics and science in the primary phase are now uniformly of a high standard. In the Foundation Stage (FS) progress in English has improved to very good. Achievement in Islamic education and Arabic, as a first language, is broadly acceptable. However, attainment for learners of Arabic, as an additional language, remains weak. Learning skills are well developed, particularly in the primary section of the school.
- The personal and social development of students is a major strength of the school's work. This is particularly the case in relation to their behaviour, their attitudes to others and the social responsibility they display. Their awareness of environmental issues is firmly embedded, and many students are innovative when provided with opportunities to do so. The understanding of Islamic values and local and global cultures is generally well-developed.

### Provision for learners

- The school has made improvements in how they assess the progress of their students. Teachers, especially in English, mathematics and science, and in lessons where the teaching is most effective, are using assessment information well to differentiate learning for different groups of students. In Islamic education and Arabic, the quality of teaching and the effective use of assessment information is less secure.
- The curriculum is well designed, and many subjects are now using their analyses of assessment information to refine it. In most, but not all subjects, the curriculum covers all the required knowledge and skills and provides continuity and progression in learning. It is adapted well to meet the needs of most groups of students with additional school-wide experiences developing innovative thinking and a good understanding of the UAE heritage.
- The school's arrangements for protecting and caring for students are of high quality and are implemented by all staff thoroughly. The systems for guiding and supporting students have improved and are now very good. The identification and support for students of determination have improved and is enabling them to make to make more rapid progress.

### Leadership and management

- Senior leaders are successfully engaging all with leadership responsibilities in the drive for school improvement. The governing body is becoming more rigorous in holding the school to account for its work. School self-evaluation processes are systematic and lead mostly to an accurate understanding of the school's strengths and areas for further development. The partnerships with parents continue to be of the highest quality. Almost all aspects of management, staffing, facilities and resources are also of high quality.

### What the School does Best:

- In the primary phase, students acquire very well-developed learning skills which enables them to make rapid progress and to reach above average levels of attainment in English, mathematics and science.
- Students show exemplary behaviour, attitudes and skills in their personal development and in social responsibility, particularly in relation to environmental awareness.
- Across the school the use of assessment information has improved, and teachers are using this information to plan, and implement, lessons of a higher quality, particularly in primary English, mathematics and science.
- All staff ensure that the school's high-quality arrangements for health, safety, security, care and guidance are closely followed.
- Senior leaders operate in a very collegiate and open manner, providing strong leadership and promoting a successful drive for improvement.







### Key Recommendations:

- Improve attainment and progress in Arabic by:
  - re-balancing the curriculum and teaching to develop listening and speaking skills more effectively
  - promoting better skills in reading for comprehension
  - giving more opportunities for students to write for a broader range of purposes.
- Share the examples of high-quality teaching, which exist in the school, to ensure that lessons are more consistently of very good quality across phases and subjects.
- Refine the school's approach to self-evaluation to ensure more accurate identification of strengths and aspects in need of improvement, particularly in relation to the quality of teaching.
- Ensure that achievement in the Foundation Stage matches the higher standards seen in some subjects in the primary phase.
- Raise progress and attainment in English, mathematics and science in Foundation Stage to at least match that seen in these subjects in the primary phase.

## Overall School Performance

**Good**

### 1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 English	Attainment	Good	Very good ↑
	Progress	Very good ↑	Very good
 Mathematics	Attainment	Good	Very good
	Progress	Good	Very good
 Science	Attainment	Good	Very good
	Progress	Good	Very good
<b>Learning skills</b>		Good	Very 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	Very good ↑	Very 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	Very good ↑	Very good ↑

## 6. Leadership and management

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

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

## 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. 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 :

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter

#### School's progression in international assessments **is above expectations**

- Students did not meet their Trends in International Mathematics and Science Study (TIMSS) 2015 targets in Year 5 mathematics or science. However, while these scores declined from the TIMSS 2011 levels, they are still significantly above the TIMSS centre-point. National Agenda Parameter (N.A.P.) tests show that students made very good progress over the past academic year. Comparisons of students' measured potential (CAT4) to their attainment levels show that most students are exceeding their potential in English and science. In mathematics, their attainment is more in-line with their potential.

#### Impact of leadership **is above expectations**

- The school's National Agenda action plan is appropriately structured and focuses on improving TIMSS and Progress of International Reading and Literacy (PIRLS) scores. Leaders monitor the impact of the plan by evaluating students' scores on tests which mirror the TIMSS approach. They are using assessment information effectively to modify teaching and the curriculum to raise students' scores on TIMSS and PIRLS tests.

#### Impact of learning **is above expectations**

- Students are provided with ample opportunities to find out things on their own. They use technology to carry out independent research tasks, although at times these are too guided by the teacher and not always open-ended. Teachers regularly challenge students to think critically and go beyond expectations in their understanding of concepts. Students usually know how to reflect on their learning.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For development:

- Review the approaches for promoting independent learning and research, to ensure an appropriate balance of independence, teacher guidance and open-ended tasks.

## Reading Across the Curriculum

- The school has implemented many effective practices, including a systematic approach to teaching reading, that are beginning to impact positively on students' achievement in reading for different purposes.
- Children in FS make a positive start in the development of early reading skills. By the end of the primary phase, most students are fluent readers capable of inference, summarising and beginning to critique texts.
- Students enjoy browsing in the library and borrow books on a regular basis. Many are beginning to read for pleasure and information both in school and at home.
- Although the school's strong commitment to the development of reading across the curriculum is evident in the whole-school development plan, this commitment is not apparent in all subjects.

**The school's implementation of Reading Across the Curriculum is developing.**

### For development:

- Ensure that all subject specialist teachers understand and apply appropriate strategies to improve students' enjoyment of reading.

## UAE Social Studies

- The school has carefully used the UAE social studies curriculum outcomes to provide continuity and progression in students' learning. Teachers create engaging lessons using supplementary materials where appropriate.
- Students have more opportunities apply their creative and critical thinking skills in independent research, allowing greater opportunities for personalised learning.
- A majority of students achieve above the age-related curriculum expectations. Of the few Emirati students assessed in social studies, most exceed expectations.
- Work scrutiny and lesson observations indicate that a majority of students make better than expected progress in relation to individual starting points and the UAE social studies curriculum standards.

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

## Innovation

- Students show well-developed critical thinking and problem-solving skills, particularly in the primary phase. Innovation in independent learning and the use of technology, is developing well although teachers sometimes guide students' explorations too rigidly.
- Students participate in a wide range of innovative projects, some initiated by themselves, to promote sustainability. Student leaders also suggest ideas for benefiting the school community.
- Many teachers provide opportunities for students to be innovative in their learning, for example, in generating their own ideas of how to resolve problems and in becoming more aware of local and global environmental issues.
- Senior leaders modify the curriculum skilfully to include programmes such as, 'Teaspoons of Change' which provide students with opportunities to be innovative and try out new ideas.
- Senior leaders are successfully developing the school's capacity for leadership and innovation by delegating responsibility to a wide range of teachers.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- The attainment of Arab Muslim students is above that of non-Arab students, especially in the upper year groups. A lack of challenge in some lessons results in more able students making slower progress than they are capable of.
- Most students have an appropriate knowledge of the Pillars of Islam, the prophet's (PBUH) stories and Islamic values. Their understanding of Islamic etiquettes is stronger than their understanding of Seerah.
- Students' understanding of links between the Islamic elements, and their ability to quote from verses of the Holy Qur'an and Hadeeth, are under-developed. Although memorisation skills are improving, the ability to apply the rules of recitation independently is inconsistent, especially for the non-Arab Muslim students.

#### For development:

- Support students' oral learning and extend their knowledge and understanding of Seerah, and the meaning of the verses from the Holy Qur'an.
- Modify the curriculum and raise expectations of all groups of students, particularly the more-able and non-Arab Muslim students.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students' attainment is aligned with curriculum standards and make the expected progress in lessons, and over time. Proficiency levels in the skills of speaking, writing, reading and listening are also at the expected levels.
- Students are capable of reading passages and writing short sentences, and paragraphs, using colloquial Arabic. although they have difficulty in engaging in longer discussions to articulate their understanding of a chosen text.
- Improved strategies to support the development of students' writing skills are beginning to show some impact in helping them to communicate their ideas more effectively. However, the quality and content of writing does not match the anticipated quality of their specific year level.

#### For development:

- Provide more opportunities for students to engage in longer discussions and to master speaking skills using the appropriate vocabulary.
- Support students so that they are able to write to the expected standard for each year level.

## Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- The proficiency of students' language skills is below the expected levels, especially in listening and speaking.
- Students in Years 1 to 3 demonstrate better acquisition of language skills than those in other years groups. They can identify letters, read short sentences and answer direct questions about themselves. In Years 4 to 6, students have difficulty in understanding instructions in spoken Arabic. They are also less confident in speaking about themselves and in understanding unfamiliar texts.
- Although the teaching strategies and classroom activities adopted by teachers in the lower primary classes, are beginning to improve students' language proficiency. The same rate of progress is not apparent in the upper years.

### For development:

- Improve the language skills of all students, especially their listening and speaking skills.
- Enhance the curriculum so that there is a focus on the development of all language skills, with account taken of the needs of students who have been learning Arabic for more than three years.

## English

	Foundation Stage	Primary
Attainment	Good	Very good ↑
Progress	Very good ↑	Very good

- Children in FS bring different levels of language skills to the school and they make very good progress in improving them. Students in the primary years also make very good progress. A majority are learning English, as an additional language.
- Students' oral language skills are the strongest in both phases. Their reading skills vary, but most are able to read independently and acquire new vocabulary without assistance. Students enjoy learning English as they make regular use of the language in their daily lives across a variety of topics.
- The quality of students' writing has improved in the primary years and most of the older students are able to write for a variety of purposes.

### For development:

- Make use of guided reading strategies to improve students' overall levels of comprehension, particularly in FS.

## Mathematics

	Foundation Stage	Primary
Attainment	Good	Very good
Progress	Good	Very good

- Children in FS make good progress and develop a secure understanding of number and shapes. In the primary phase, students make rapid progress with mathematical applications and the attainment of a large majority is above curriculum standards.
- Children in FS count confidently but are not always able to add and subtract numbers in different contexts. In the primary years, students show skill in mathematical processes, especially multiplication and problem-solving. Those in the upper year can present data confidently in graphical format, as well as extract information from graphs and charts.
- Although teachers are using probing questioning to help students to think for themselves when tackling challenging mathematical problems, they do not always encourage them to explore the methods of calculation in sufficient depth for success.

### For development:

- Provide more opportunities for children in FS children to apply their understanding of numbers in different everyday contexts.
- Encourage all children and students to explore calculation methodology in an age-appropriate manner.

## Science

	Foundation Stage	Primary
Attainment	Good	Very good
Progress	Good	Very good

- In FS, children develop a good basic scientific knowledge, for example understanding the formation of snow and ice. They are less skilled at making scientific observations on the world around them, partly as a result of insufficient opportunities to engage in such activities.
- In the primary phase, students demonstrate very good knowledge and understanding of scientific concepts. External and internal assessments confirm these levels of achievement. Students benefit from many opportunities to apply the scientific method and carry out research.
- The curriculum has been adapted to provide more weekly teaching time for science and highlight links to the real world. Although this change has improved students' excitement and interest in science, the impacts on students' understanding and skills is not fully developed.

### For development:

- Provide more opportunities for students in FS to explore the world around them and to observe, and discuss processes and changes in matter and living things.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Very good ↑

- Children in FS are motivated and keen to learn. They are competent in engaging in collaborative learning, in pairs or in groups, with little guidance from adults. In the primary phase, students' learning skills are very well-developed. Opportunities to practise and refine these skills are more limited in Islamic education and Arabic.
- Students collaborate well and tackle problems effectively. They frequently make links between their work and everyday life. When given the opportunity to do so, students use technology, think critically and carry out independent research.
- Senior leaders are implementing changes to the curriculum, such as the 'Teaspoons of Change' initiative, which helps students to think creatively and innovatively about major issues. This approach to developing higher-order thinking skills is not fully integrated into all subjects.

### For development:

- Provide more opportunities for students to apply their learning skills across subjects, particularly in Islamic education and Arabic.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Across the school children and students demonstrate excellent personal and social skills. In FS, children enjoy welcoming visitors into their classrooms. Relationships between children are friendly and they willingly share resources and help each other.
- In the primary phase, attitudes to work and to others are very positive, and lead to outstanding levels of behaviour. Students are very respectful towards their peers and staff. They are responsible and self-reliant.
- As a result of the very effective school provision, students are able to make wise choices about their health and safety. Children in FS can explain the difference between healthy and unhealthy diets. Attendance has improved and is now very good.

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

- Most students have a good understanding of Islamic values and their impact on life in the UAE. Students appreciate the values of respect and tolerance, and many can talk about these values in a sensible way. However, this understanding is not consistent across the school,
- Older students have a secure awareness of UAE heritage and culture. This awareness is less well-developed in the lower primary years. Girls' understanding is, in general, better than that of the boys.
- Students have a well-developed knowledge of their own culture and some of the other cultures represented in the school. Many students can talk about important events in the history of the UAE. However, in general, students lack depth in understanding of Emirati traditions and worldwide cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are responsible and contribute actively to the life of the school and the wider community. They show care and consideration for others through the different activities and projects in which they participate.
- Many students in Years 5 and 6 voluntarily take on a variety of leadership responsibilities. Junior team leaders offer support and guidance to younger students, while prefects ensure that all students act in a disciplined manner.
- Students are very aware of environmental issues and are active participants in sustainability projects in the school. They believe in the importance of recycling and demonstrate responsible attitudes towards the cleanliness of the school environment and the wider community.

**For development:**

- Develop greater depth and breadth in students' understanding of the Emirati heritage and traditions.
- Ensure that students' awareness of worldwide cultures is consistently secure across the school.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- Lessons in English, mathematics and science are often of a very good quality, particularly in the primary phase. However, inconsistency in teaching, in some subjects and years, slows students' learning.
- Most teachers use their knowledge of how students learn to make lessons interesting. They often ask searching questions to encourage students to think for themselves. In most subjects, teachers encourage students to explain their understanding orally as well as in their written work.
- There is a focus on improving teachers' use of assessment information to match tasks and activities more closely to the learning needs of different groups of students. This is having a positive impact in many subjects, but less so in Arabic, as an additional language.

	Foundation Stage	Primary
Assessment	Very good ↑	Very good ↑

- In the primary phase, the school aligns its internal assessments very well with the curriculum standards. Assessment processes in FS are comprehensive, involve external moderation, and provide teachers with detailed information the children's progress.
- The school monitors the progress of individuals and plans appropriate interventions. Students are consistently involved in self-assessment, which enables them to identify their learning goals. Written feedback from teachers is detailed and provides students with useful next steps in learning.
- The school is creating student learner profiles, which provide information on students' achievement and potential. Staff use these profiles to align students' ability levels and learning biases to learning activities. The profiles demonstrate a very strong understanding of students' strengths and areas for improvement.

#### For development:

- Ensure greater consistency in the quality of teaching and the impact on students' progress and attainment.
- Improve students' progress in Arabic as an additional language and ensure that work is consistently matched to the learning needs of students.

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- Senior leaders review the curriculum regularly and implement improvements at both phases. Inconsistency in the balance of aspects within subjects is a limiting factor.
- Thorough review has led to improvements that help make study more relevant to students' lives. The curriculum in Arabic as an additional language, emphasises writing at the expense of developing students' oral skills. In Islamic education, there is insufficient attention to the links between different concepts.
- Positive changes to the curriculum include the addition of drama and the restoration of art lessons to the weekly timetable. Although the FS curriculum has improved since last year, it does not provide enough opportunities for exploration and active learning.
- Moral education is taught to all students as an integrated cross-curricular theme.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- The curriculum is successfully modified, through lessons and interventions, to meet the needs of nearly all students including students of determination. However, it is not always sufficiently adapted to challenge higher-attaining students and those who have particular gifts and talents.
- Although most subjects promote an understanding of Emirati culture and UAE society, this is not fully embedded in all areas of the curriculum.
- The range of extra-curricular activities enables students with differing interests to develop their academic and personal skills. Some programmes develop students' creativity and innovative skills. Opportunities to develop skills in enterprise are less well-developed.
- Arabic is taught in FS for one 30 minute lesson a week.

### For development:

- Review the curriculum for Islamic education and Arabic to ensure a better balance and progression in skills.
- Adapt the curriculum to ensure that all groups of students are challenged sufficiently, and enterprise skills are developed fully.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Child protection and safeguarding procedures are very effectively managed. Training is provided to staff on appointment and updated regularly. The school has excellent links with students' families and external services, and deals with any issues sensitively.
- The school is safe and well-maintained with the utmost regard for students' safety and well-being. All public areas are well-maintained to minimise risk of accidents. The arrival and departure of buses is effectively managed and supervised to ensure safety at all times.
- Medical arrangements, supported by well qualified staff, are robust and provide a friendly supportive atmosphere for all students. The school is successful in promoting healthy eating and the importance of staying fit.

	Foundation Stage	Primary
Care and support	Very good ↑	Very good ↑

- The school community thrives on the values of trust and mutual respect. Staff show high levels of care and concern for children and students. Very effective systems promote positive behaviour and high levels of attendance.
- The well-being and personal development of all students is closely monitored. Children in FS are supported in developing appropriate social skills. Specialist staff provide valuable support and guidance to students who have emotional and social difficulties.
- Improvements in the school's systems to identify students of determination have led to more accurate diagnoses and well-matched interventions. Effective training for teachers has resulted in high quality support for these students in most subjects. The school recognises the need to develop the support for students with gifts or talents.

### For development:

- Ensure that higher-attaining and students with gifts and talents are provided with sufficient support and challenge which enables them to reach their potential.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The school community is very inclusive. Leaders have the vision and drive to continually improve provision and outcomes for students of determination. Inclusion is represented well at leadership and governor level. However, systems to monitor the effectiveness of the wide range of interventions are not fully developed.
- The school has significantly improved the systems for the identification of students of determination. There are very effective procedures using assessment information and referrals to ensure accurate and detailed identification which leads to timely interventions.
- Parents are kept fully informed about their children's progress through formal and informal reports. Parents are also involved in the review and setting of targets in their child's individual education. Although guidance for parents has improved significantly, parents report that they would appreciate the formation of support groups to help their understanding even further.
- Assessment information is used effectively to modify the curriculum to meet the learning needs of students of determination in most subjects. Personalised interventions increase students' independence and confidence.
- Students of determination make very good progress when measured against the detailed and precise targets in their IEPs. They often make very good progress when working with specialist staff. However, their progress in lessons in Islamic education and Arabic is less rapid.

#### For development:

- Ensure that teachers of Islamic education and Arabic are skilled in supporting students of determination to make very good progress from their different starting points.
- Closely monitor and evaluate the effectiveness of interventions for all students of determination.

## 6. Leadership and management

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

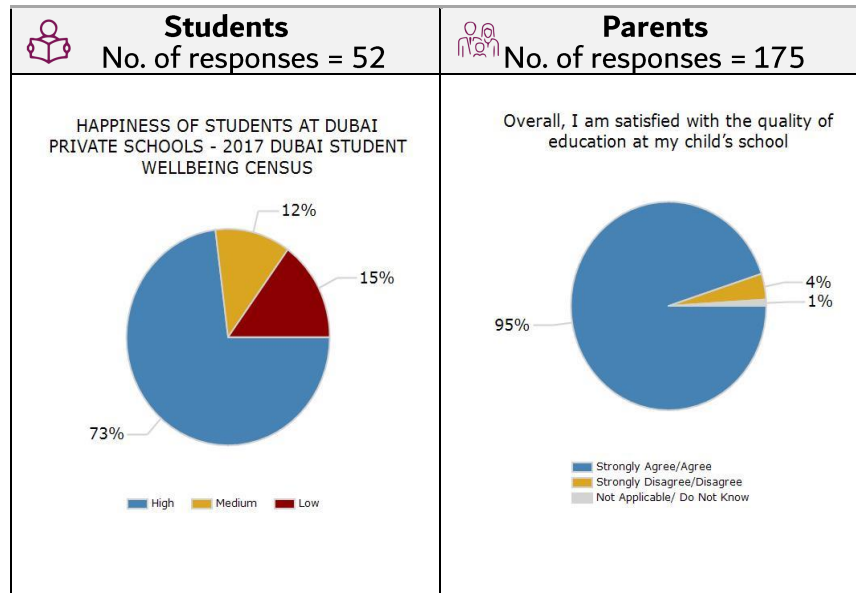
- Senior leaders motivate the staff very well. They provide encouraging educational leadership and promotes a drive for high standards. Inclusion, innovation and commitment to the UAE National Agenda are developing effectively. Senior leaders are increasingly delegating leadership responsibilities to support school improvement, as well as sustaining high standards, particularly in the primary phase.
- The school's arrangements for gathering information and evaluating its performance are comprehensive and result in a secure understanding. Although judgements about the quality of teaching are reached in a collegiate and developmental manner, they are occasionally too positive. The recommendations made in the previous report are being tackled successfully. Leaders recognise that further improvement is required with regard to provision and outcomes in FS and in Arabic.
- Partnerships with parents and the community continue to be strong. Parents are frequently involved as partners in their children's learning. Parents receive high quality reports on their children's academic, personal and social progress each term. They maintain daily contact with teachers through electronic communication. The school has established strong partnerships with outside organisations through sports, field trips and special visitors.
- The governing body has been expanded and now includes parents, staff, external advisers and the owners, who view the school's work closely. The board consults stakeholders formally. Subgroups of the members meet to scrutinise the school's performance against the DSIB performance standards. The principal's reports to the governors are detailed and of high quality.
- Senior leaders and others manage the day-to-day life of the school very efficiently. Teachers are well-qualified for their roles and are deployed effectively to enhance the students' academic and personal development. The premises, facilities and learning resources are of high quality and include a wide range of specialist rooms.



### For development:

- Evaluate lessons more systematically using appropriate rubrics which link the quality of teaching to students' progress and attainment.

## The View of parents and senior students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students are generally satisfied with their experiences at school. Most are happy and optimistic. They express a sense of belonging at school and connectedness with their teachers. Most report levels of happiness that are slightly higher than the Dubai average. They also report lower levels of worry or anxiety than the Dubai average. Almost all feel safe at the school.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>A large sample of parents replied to the survey. Almost all are satisfied with the overall quality of schooling their children receive. They express positive opinions about the range of provision for their children. Parents agree that leaders listen to them and take action accordingly. Almost all agree that their children are safe, but a few parents think that bullying is an ongoing issue at the school.</li> </ul>

## 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)