



Safa Community School

 Curriculum: UK

Overall Rating:



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Ferjan
Type of school	Private
Opening year of school	2014
Website	www.safacommunityschool.com
Telephone	043851810
Address	Al Barsha South 3, Dubailand
Principal	Stephen Duckitt
Language of instruction	English
Inspection dates	20 to 23 February 2017

Teachers / Support staff	
Number of teachers	66
Largest nationality group of teachers	UK
Number of teaching assistants	33
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	4%

Students	
Gender of students	Boys and girls
Age range	3-14
Grades or year groups	FS1-Year 9
Number of students on roll	754
Number of children in pre-kindergarten	None
Number of Emirati students	24
Number of students with SEND	40
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / MoE
External tests and examinations	IBT, GL
Accreditation	None
National Agenda benchmark tests	GL, CAT4



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.

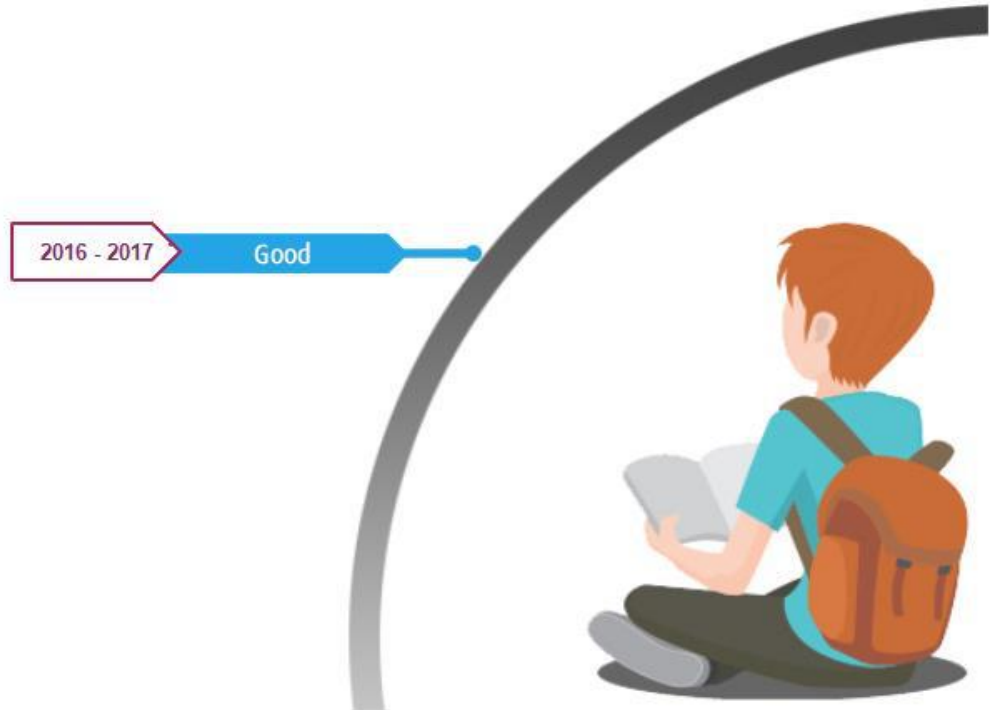
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

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

Inspection journey for Safa Community School



- This is the school's first inspection since its opening in September 2014. The current principal, who has been in post since 2015, is supported by a newly appointed headteacher of primary. The school has 66 teachers, most of whom are from the UK. There are 36 teachers who are new to the school in the 2016-2017 school year. Of the 754 students on the school roll, 253 (34%) are Foundation Stage (FS) children and 422 (56%) are primary phase students. The school currently has 10% of its roll in secondary phase, Years 7 to 9.
- In its first three years of operation, the school effectively focussed on implementing and revising its vision, enhancing the learning and achievements of its students, and developing its leadership and teaching capacity. Students are entered for international benchmark testing to provide greater information about their levels of knowledge, skills and understanding. The analyses of these test results are beginning to be used to better inform teaching, the curriculum and school improvement planning.

Summary of inspection findings 2016-2017



Safa Community School was inspected by DSIB from 20th to 23rd February 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.

- Students' attainment in the Foundation Stage (FS) is good in English and mathematics, and very good in science. Progress is very good across all key subjects. In other phases, attainment ranges from weak in Arabic as an additional language to good in English and science. The learning skills developed by children are very good in the FS, good in primary and acceptable in the secondary phase.
- Personal development of students is outstanding in FS and very good elsewhere. Most students have a good awareness and understanding of Emirati values and show a strong commitment to being socially responsible.
- Teaching for effective learning and assessment is very good in the FS. It is good in the primary phase and acceptable in the secondary phase.
- The school offers a broad and balanced curriculum and the adaptations made to meet the needs of different groups of students are good in the primary and secondary phases and very good in FS.
- Arrangements for child protection and ensuring all students are safe and secure are good. The systems for care and support of students are also good. The overall provision for students with special educational needs and disabilities (SEND) is good, with very effective arrangements in place for identifying their needs.
- The senior leadership team is ably supported by newly appointed middle leaders. Partnerships established with parents are very good. The day-to-day management of the school is also very good. Governors make a significant contribution to the life of the school and have ensured that the school is very well resourced and that all staff are suitably qualified.

What the school does best

- The high-quality teaching, assessment and curriculum in the Foundation Stage (FS) that underpins the very good progress children make in English, mathematics and science
- The very positive attitudes and behaviour of all students, especially those in the FS
- Students' very good progress across English, mathematics, science in the FS
- The inclusive ethos of the school, underpinned by the good care and support for all students, including those with special educational needs and disabilities
- The vision and drive of the school's senior leadership team, to ensure the care and well-being of all members of the school community, along with their effective day-to-day management of the school

Recommendations

- Raise attainment and progress in Arabic by ensuring that:
 - there is greater consistency in the quality of teaching
 - work is more closely matched to students' individual needs
 - students of all ability levels are appropriately challenged
 - the language of instruction and student communication in lessons is predominantly in Arabic.
- Improve the consistency of teaching and assessment in the upper phases, by:
 - making full use of assessment data and information about students' learning potential
 - planning work that is appropriately rigorous and challenging for all students.
- Improve all drop off and pick up procedures to ensure the consistent safety of children and adults.
- Ensure that the quality of all secondary phase provision equals that in the other phases.

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 their targets:







- Attainment against the National Agenda Parameters (N.A.P.) meets expectations in mathematics and science but is not secure in English.
- The school meets the registration requirements for the N.A.P.
- Data from N.A.P. tests are analysed well and compared with internal assessment data. The school is increasing in numbers and this makes full alignment of internal assessment with GL data problematic. It has produced an effective action plan to address most key elements for development, and has trained teachers well in the use of the outcomes of data analysis for intervention.
- The school uses analysis of N.A.P. results effectively to identify curriculum gaps and to add relevant content. Relevant skills for success are included in the curriculum but are not systematically developed across all curriculum areas.
- Students are beginning to develop relevant skills for success against the N.A.P. In science, students are developing skills of working scientifically. In English students are improving their skills of reading, comprehension and analysis. In mathematics, they are developing skills in problem solving. However, the school is not ensuring the systematic development of critical thinking, the solving of open ended problems or investigations.
- Students know their N.A.P. test results and are involved in setting targets based upon these. In lower primary phase, books are often used as a research tool. Across the school, the use of I.C.T. for research is inconsistent. Students have limited opportunities for extended investigations to develop independent learning skills.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Good	Good	Acceptable
	Progress	Very good	Very good	Good
Mathematics 	Attainment	Good	Acceptable	Acceptable
	Progress	Very good	Good	Acceptable
Science 	Attainment	Very good	Good	Acceptable
	Progress	Very good	Good	Good
		Foundation Stage	Primary	Secondary
Learning skills		Very good	Good	Acceptable

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Acceptable
Assessment	Very good	Good	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good
Curriculum adaptation	Very good	Good	Good

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

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


6. Leadership and management

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


Main inspection report



1. Students' achievement


 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	Very good
Mathematics	Good	Very good
Science	Very good	Very good

- In English, the majority of children attain at levels that are above curriculum standards. From their individual starting points, a large majority of children make better than expected progress towards the curriculum standards. In Foundation Stage 1 (FS1) children listen carefully to stories and can share their ideas and thoughts orally. By FS2 the majority of children speak confidently to adults and peers, expressing themselves clearly using a good range of vocabulary. Most children utilise an increasing number of phonic sounds to write simple three letter words. A few can write short stories using basic sentences.
- The majority of children's attainment in mathematics exceeds curriculum expectations. Active involvement in practical learning helps to consolidate children's mathematical knowledge and understanding. As a result, a large majority of children are making better than expected progress. In FS2, most children can identify numbers beyond 12. Children have good opportunities to apply their mathematical understanding to solve problems, such as working out the number before or after a given number. The majority of children are beginning to read analogue time and work out future times when minutes are added.
- In science, the large majority of children attain levels above curriculum standards and they make better than expected progress. In FS1, children can name the features of various insects and use their senses to touch, smell and hear. In FS2, children are making progress in developing their scientific skills by, for example, identifying the distinctive features of the oceans, such as the twilight zone and abyss. They recognise and can name a wide range of sea creatures, and know the zone in the ocean in which many of these animals live.

 Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Acceptable
English	Good	Very good
Mathematics	Acceptable	Good
Science	Good	Good

- In Islamic education, most students attain levels that are in line with curriculum expectations. They can adequately explain the five pillars of Islam, such as fasting during Ramadan, and different types of prayers. They have a clear understanding of Hadith and of Seerah. However, their recitation skills, particularly those of Muslim non-native Arabic speakers, are less strong. Students make good progress in their understanding of Islamic principles, morals and values. The progress of the non-native, Arabic speaking Muslim students is slower.
- In Arabic as a first language, most students attain at levels that are in line with expectations. They show adequate skills in reading and listening, with strengths in their speaking of high frequency words. However, while high achievers can write well, using good punctuation, the writing of a minority of students is less secure. Most students make expected levels of progress in relation to lesson objectives. It is stronger when teaching is more student-centred, for example, when Year 5 students learn through games.
- In Arabic as an additional language, a large majority of students have attainment levels that are below curriculum expectations. They show adequate skills in reading but less effective skills in listening and speaking. Some students easily acquire high frequency words. Most have weak writing skills. Progress is acceptable in relation to students' starting points. Students make better progress when studying age-related topics.
- Students make very good progress in English and reach standards above expectations. This is reflected in their internal assessments. In international benchmark testing, a majority of students reach higher levels of attainment. Students' progress in writing is a strength. From the tentative use of limited vocabulary in Year 1, students typically write confidently for a range of purposes by Year 6. Their spelling, punctuation and grammar skills develop quickly. Students increasingly use the literary devices they acquire through reading, such as alliteration and onomatopoeia, when writing their own persuasive texts and poems.
- In mathematics, most students' attainment is in line with expected curriculum standards. This is reflected in international assessments and in the school's own, internal assessment data. There are variations in students' performance across different cohorts, which is particularly evident for students in the upper primary years. Younger students demonstrate adequate knowledge and skills in their work. Their mental calculations are more secure and they make better than expected progress. Progress slows for older students. Consequently, attainment for most is only acceptable.

- In science, in international bench mark tests, and in lessons and their work, a majority of students attain levels above expectations. Year 6 students can identify the main parts of the heart and relate structures to functions. A majority of students make good progress in working scientifically. Year 1 students suggest questions to investigate plant growth. Year 3 students collaborate well when they design a test to determine if it is possible to bend bones. Year 4 students' investigations include the controlling of relevant variables, for example when they investigate factors causing tooth decay.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Acceptable
English	Acceptable	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Good

- Most students in Islamic education develop their knowledge and understanding of the pillars of Faith, in line with expectations. They have a clear knowledge and understanding of the traveller's prayer, Hajj and the differences between Sadaqa and Zakat. Their recitation skills, as seen in their recent work, are less well developed. They make acceptable progress in relation to their starting points and against the appropriate lesson objectives. They make sound progress in understanding Seerah, Hadith and Islamic etiquettes, although their progress in understanding Islamic law is slower.
- In Arabic as a first language, most students attain levels that are in line with expectations, particularly in the skills of listening basic speaking. However, their writing is less well-developed, and their ability to speak fluently is sometimes limited. Progress is better when students are more interested and when the topic is related to their lives, for example when Year 9 students present their writing about UAE developments.
- In Arabic as an additional language, most students have attainment levels that are below expected levels. Their competencies in speaking fluently and in writing extended compositions are variable. Progress is better when students are more engaged and when the topic is related to their lives. For example, Year 8 students enjoy learning in Arabic about their favourite sports.
- International benchmarking tests and internal assessments in English indicate weak attainment. This is due mainly to the wide ranges of abilities among students. During lessons, however, students make good progress and the attainment of most students is acceptable. Very good teaching is enabling the majority of students to progress rapidly. This is particularly evident in their fast-developing skills in analysing texts, such as plays by Shakespeare, and in drawing inferences. Students' communicate well orally but their writing skills are less well developed.

- In mathematics, most students achieve levels of attainment that are in line with the minimum expected curriculum standards. Students' achievements are benchmarked against international standards and results indicate attainment is in line with international expectations. However, internal assessments are based on expectations that are too low. Consequently, the results are often inflated. A lack of rigour and challenge in learning tasks often inhibits students reaching their potential. Consequently, there are significant gaps in students' knowledge and conceptual understanding which prevent students reaching higher levels of attainment.
- In science lessons, most students are working in line with curriculum standards, which also reflects their achievement in international bench mark tests. Current work in lessons and evidence in their books reflects work at expected levels. For example, Year 7 students can explain the difference between chemical and physical reactions and Year 9 students relate the structure of a leaf to the function of photosynthesis. Progress in developing skills of working scientifically is good, with a majority in Year 9 students working above expected levels.

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Good	Acceptable

- The quality of learning skills is variable across subjects and phases, with particular strengths in FS. Most students across all phases are eager to learn. They sustain concentration and work well independently. They increasingly take additional responsibility for their own learning and assessment of it, especially in English. Students regularly use assessment rubrics to evaluate their learning outcomes, also responding well to feedback from their teachers and peers.
- Students interact and communicate purposefully in groups. Using 'Kagan' approaches, students collaborate well. They listen to others' views in discussions and when working together. Most students communicate their thinking effectively when describing what they have been learning. In FS, children talk to their 'perfect partners', recalling prior learning and sharing their imaginative ideas.
- Students make connections between in-class learning and real life scenarios. In Islamic education and Arabic, links are continually made to students' personal lives. However, the application of skills to real life is less effective in primary and secondary mathematics. Students transfer skills, knowledge and understanding well. This is a particularly strong feature in FS, where themes such as 'Ocean Commotion' support learning across all subjects.
- When given the opportunity, students use technology effectively to support their learning. In some phases, technology is used less frequently. Students regularly solve problems in mathematics, but there are fewer opportunities for students to find solutions for themselves in other subjects. Critical thinking, innovation and enterprise are developing features of learning.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Very good	Very good

- Students have positive and responsible attitudes, particularly in FS. They are keen and engage well in their learning during most lessons. Most are able to learn with little teacher supervision, and appreciate receiving feedback from their teachers and peers.
- Students' attitudes towards each other and towards adults in the school are positive and respectful. Students are consistently self-disciplined and are able to resolve difficulties when they arise. Their very good manners contribute significantly to the harmonious atmosphere in the school.
- Students are keen to help each other and their peers, including those who have special educational needs and disabilities (SEND). They are happy to help out where needed, for example in the school library and in the happiness corridor. Their positive attitudes support the school's caring, inclusive ethos. Students describe the school variously as being a homely, harmonious, friendly, safe, inspiring and nurturing environment.
- Students show a commitment to safe and healthy living. They participate in a number of sports, and help keep the school clean. They know which foods are healthy and regularly choose such foods.
- There are very high levels of student attendance in all phases. Punctuality is a strength; almost all students get to lessons on time.

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

- Students have a clear understanding of Islamic values such as tolerance and forgiveness. In addition, they have a clear understanding of the impact these values have on their daily lives in Dubai and the UAE. Students are able to talk confidently about how their expression of Islamic values contributes positively on their relationships with others.
- Across all phases, students are aware of the Emirati heritage and traditions. They share their thoughts about UAE traditional sports and their own learning following visits to heritage sites in Dubai and elsewhere across the UAE. Students have a good knowledge and understanding of, and take part in, local Emirati celebrations and activities.
- Students are proud of their own culture and have a clear awareness of the diversity of Dubai and UAE. They appreciate and are able to make comparisons between the customs and daily routine of the cultures present in the school.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students demonstrate, in multiple ways, a highly-developed sense of social responsibility. They are actively involved as volunteers, within the school and its wider community. The newly established heads of school, the junior leadership committee and the school council actively support local charities and run assemblies. Secondary students work with the less fortunate children in Ugandan schools. Student librarians assist fellow students. Students monitor corridors and the canteen.
- Students have a very positive work ethic. They are aware of the requirements of successful learning journeys. They enthusiastically engage in STEM day activities and secondary students also participate in an entrepreneurial group. Students in Year 5 to Year 9 classes enjoy design and technology lessons.
- Almost all students across all phases are acutely aware of the need to care for their school, community and global environments. To support this, the school anticipates becoming an accredited Eco School. Upper primary students take part in beach cleaning. Others introduce school recycling initiatives and participate in sustainable water projects.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Good	Acceptable

- The quality of teaching varies across phases and subjects. It is especially strong in the FS. Most teachers have a thorough knowledge of their subjects and know how students learn best. In Arabic as an additional language, too much of each lesson is taught in English and this has a detrimental effect on the rate of student progress, particularly in the development of their listening and speaking skills. Teachers' effective behaviour management strategies and well-established class routines support students' positive attitudes and high quality personal development.
- Most teachers plan thoughtful, well-structured lessons to ensure a logical sequence of learning steps to support successful outcomes. They ensure that students are clear about what they should learn. Activities are designed to engage and motivate learners and resources are often carefully selected to support students. In the FS, classrooms are particularly stimulating and rich with print and student work samples, contributing to children's rapid progress.
- Relationships between teachers and students are positive. Teachers often ask questions to help promote thoughtful and considered answers. Dialogue engages students in meaningful discussions. Questions are often skilfully planned, directed and modified as necessary to meet individual needs. The quality of questioning is particularly strong in the FS and in the primary phase, where it challenges children to think more deeply.
- Teachers use a range of strategies to meet the needs of individual students. Learning tasks are generally carefully planned to ensure work is set at appropriate levels of challenge in relation to students' abilities. However, some learning activities are not consistently well-matched to meet individual needs of the more able. Consequently, learning is not always sufficiently challenging. This sometimes impacts on students' progress.

- Most teachers encourage students to take responsibility for their own learning by providing time to reflect on their work and to think for themselves. Provision of success criteria helps support students to do this effectively. Teachers routinely require students to work collaboratively and develop independent learning skills. Less consistently, they provide opportunities for students to carry out research, innovate and to engage in critical thinking and problem-solving.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Good	Acceptable

- Internal assessment processes are well established. In the FS, they produce reliable data which is aligned very well to the early years' curriculum expectations. In the primary and secondary phases, processes are generally consistent, coherent and linked to the UK National Curriculum. Assessment provides provide valid and comprehensive information informing the school of students' academic progress. Clear links to iGCSE standards in the secondary phase are emerging.
- The school uses a variety of international benchmarking tests but has not aligned its internal standards with the outcomes of these. Cognitive testing data are used well to support target setting. The effective analysis of assessment information to identify different levels of attainment in knowledge, skills and understanding is less well-developed in the secondary phase. Across all phases students are assigned appropriate learning targets.
- In FS, data are analysed systematically to provide information about children's progress. This also identifies the required support for each child, which strengthens and deepens learning and development. Elsewhere, data are rigorously analysed and used effectively to track and monitor progress towards individual targets. Students at risk are identified and appropriately supported. Instances of over generous assessment of attainment in the secondary phase occasionally leads to insufficient challenge.
- The analysis of data is used well to inform curriculum planning and teaching, and to inform grouping either by ability or learning style. However, occasionally, there is insufficient challenge for the most able or support for the less able, particularly in the secondary phase.
- Teachers know their students and support them well. Most marking is constructive. In English, in particular, marking provides very good feedback to students, including the necessary next learning steps. The use of peer and self-assessment is variable. In the best practice, students reflect and assess against clear rubrics. This provides them with an insight into their attainment and supports them in their own planning for improvement.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Good

- Clear guidance for staff helps to ensure that the requirements of the National Curriculum in England and the UAE Ministry of Education (MoE) regulations are fully met. There is a strong emphasis on promoting students' learning skills through creative, physical and practical experiences. This approach is particularly effective in the FS. Across most subjects, the curriculum interests and engages students.

- The design of the curriculum helps ensure that students build on their previous learning. There is a smooth transition from year to year. For example, the Year 1 curriculum includes approaches to learning that children have been used to in the FS. As many students join the secondary phase, mid-year from other schools, steps are taken to address any gaps in their previous learning.
- Children in the FS benefit from frequent opportunities to pursue their own interests and work independently. Curriculum plans include links to students' everyday experiences, although these are stronger in Islamic education, English, and science than in other subjects. Discussions have begun with students regarding their subject options in Year 10. Plans are in hand to provide guidance for students concerning their academic and career pathway choices upon leaving school.
- Cross-curricular links feature strongly in the FS. For example, children enjoyed listening to stories about fish when learning about the ocean. Overarching concepts, for example, global awareness and World War 2, support coherence across subjects. As they discuss wide issues, such as sustainability, students have increasing opportunities to develop their critical thinking skills. Although this approach was introduced at the beginning of the school year, it is not fully embedded.
- A review of the curriculum this academic year, drew on feedback from staff and students. The outcomes of international benchmark tests were evaluated and considered. The review led to several well-considered changes, such as the thematic approach, a stronger emphasis on phonics in FS, and additional provision for reading and mathematics across primary. These are proving beneficial in engaging students, meeting their different needs and accelerating their progress.
- The UAE social studies curriculum is integrated effectively in the humanities curriculum across the school. It begins in the FS, where aspects of the UAE are an integral part of day-to-day learning, particularly during Arabic lessons. In the upper phases, curriculum plans identify specific standards from the UAE social studies programme. Students enjoy producing 'superhero posters', promoting, for example, peace and justice, climate action and clean water. Students have positive attitudes to the subject. It offers opportunities for creativity and reflection. Much work is done independently using IT for research and presentations. Check lists alongside students' work enable both students and teachers to reflect on students' developing knowledge and understanding.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Good	Good

- Most teachers modify the curriculum appropriately to meet the needs of all groups of students. Activities are carefully planned and adapted to provide sufficient challenge. The curriculum enables most students, including students of all abilities and those with SEND, to develop their personal and academic skills.
- There are programmes within the curriculum that provide students with opportunities to develop enterprise skills and to learn through innovation and creativity. This is particularly strong in the FS. A wide range of extra-curricular clubs, including in sports and the arts, alongside stimulating activities such as the 'STEM project,' engage students' imaginations and interests well.
- Students develop a generally good understanding of the culture and heritage of the UAE from learning experiences across the curriculum and through their social studies lessons. This is reflected in the displays and students' work across the school. In some curriculum areas, opportunities are missed to link units of work with Emirati culture, traditions and values, which influence the society of Dubai.

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

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

- The care, welfare and safeguarding of students is effective. The school has developed a range of policies and procedures which are understood clearly by the staff, students and parents. This includes a child protection policy, which has been embedded into the school community. The health and safety committee has delivered an intensive training programme on these policies.
- The supervision of the children and students around the school is effective. The school staff supervise the children and students during breaks, on the buses, and in school activities at all the times. While the school provides supervision and guidance during the student drop off and pick up area outside of the school, there are concerns about the overall safety of students and parents in such a high-risk area.
- The school buildings and equipment are in a good and safe condition and are very well maintained. The school records are secure and any incidents affecting students' health, safety or well-being which might arise, are systematically logged and securely stored. Pending actions are signalled and outcomes are recorded.
- The school systematically checks all facilities and activities undertaken by its students, to ensure safety and well-being. The stimulating premises and facilities encourage students' learning. Lifts and ramps are provided to give access by the physically disabled to all parts of the school. The outdoor areas around the school, especially in FS, are inviting, shaded, safe and child friendly.
- The school promotes healthy living as an essential part of its provision through its curriculum, which contains some aspects of healthy lifestyle choices, including exercise. The school's healthy food provision includes salads and fruit. Appropriate measures are taken to provide protection from the sun, including shading, and access to fresh drinking water.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Staff and senior leaders know individual students well and are aware of their needs. The school operates within a positive atmosphere of mutual respect and understanding. The code of behaviour is defined clearly. It is understood and significantly impacts on the consistently high levels of student engagement in school life.
- The school actively promotes good levels of attendance and has measures in place to support its stated aims. Accurate records are kept of attendance and punctuality. Systems are thorough for following up absences and parents are notified promptly by staff about concerns regarding individual students.

- The school is highly inclusive and provides a caring learning environment for all students, including those with SEND. Needs are accurately identified on entry and comprehensive individual support plans are put in place. The school has deployed experienced staff with the expertise to lead the identification process and make appropriate use of outside specialists.
- The school's support for students with SEND is good overall across the school. Where students receive individual help from a specialist adult, progress is consistently high. There is some inconsistency in practice and, in a few lessons, teachers do not plan sufficiently to meet all individual needs or learning styles.
- The school's pastoral support systems ensure that students with personal concerns have access to designated members of staff. The clinic team regularly monitor the health and physical welfare of the students. Students are well supported with their academic needs and older students are beginning to have access to advice regarding future academic and career options.

Inclusion

Provision and outcomes for students with SEND

Good

- The school leaders and governors have successfully embedded a very inclusive ethos within all areas of the school's work. The well-qualified SEND co-ordinator, (SENDCo) provides high quality leadership. There are effective and well organised systems and clear policies for providing good support for students.
- The identification of students with SEND is thorough and includes assessments and reports from outside specialists where necessary. There are well focussed procedures on entry to ensure correct identification of individual needs. The SENDCo has a clear understanding of the range of disabilities experienced by students and the KHDA categories are accurately used.
- Parents are very well informed of their children's progress, through regular formal and informal reports. Parents welcome the advice regarding home support. Individual learning plans (ILPs) are reviewed and revised in consultation with parents and students. The school values the support of parents; they make a positive contribution to the school's good quality provision.
- The provision for students with SEND is organised efficiently and, in most lessons, is effectively modified to meet their academic and social needs. In most subjects, students actively engage with a range of appropriate activities and benefit from good quality resources. Curriculum modification and support enables students with SEND to participate fully in most lessons. In the few lessons where teaching is not as effective, lesson and individual learning plans are not followed consistently and progress is reduced.
- In relation to their personal targets and starting points, most students make good progress. Effective tracking, monitoring and evaluation processes provide accurate information about the progress of students with SEND and informs their next learning steps. Where students are supported by an adult in groups or individually, progress is of a consistently high quality.

6. Leadership and management

The effectiveness of leadership

Good

- The implementation of a student-centred vision for this inclusive school by its new senior leadership team has provided the school with a sharper focus. Inherent throughout, is a commitment to the UAE national and Emirati priorities. Most middle leaders, particularly those in the FS and primary phases, are successful in driving forward the school's shared vision of raising expectations.
- Most of the school's leaders have a secure grasp of the National Curriculum of England and an adequate pedagogical knowledge, including best assessment practices. They effectively establish and maintain a positive school learning culture. They are rigorous in providing support for teachers to address identified classroom weaknesses. Leaders increasingly involve all staff in analysing pertinent assessment data. Consequently, appropriate adaptations to the curriculum and modifications to teaching, which support students' development of knowledge, skills and understanding, are increasingly being made.
- Improved in-school communication systems, established under the strong leadership of the senior management team, result in effective professional relationships and an increasingly positive morale amongst staff. Almost all middle leaders are new to the school. They are beginning to take more responsibility and be accountable for student achievements in their areas of responsibility.
- Enhanced staff capacity building, succession planning and innovation are clear school improvement targets. The senior leadership team, whilst aspiring to excellence, are enabling and supportive of staff. There is no complacency in their demand to improve outcomes for all groups of students and, particularly in the FS, the positive effects of this are becoming increasingly evident.
- The senior leadership team has ensured that the robust analysis of international benchmark assessment information occurs, allowing the school to know more accurately its strengths and areas for development regarding student achievement. Most middle leaders devise clear, measurable action plans for their areas of responsibility to ensure improving student achievement. The impact of such actions, to improve learning outcomes, is emerging as positive.

School self-evaluation and improvement planning

Good

- The senior leadership team's reflective, stringent, self-evaluative approach, ensures a good understanding of the school's strengths and improvement priorities. There are improved procedures for the analysis of external and internal assessment data to evaluate students' achievements. The school's self-evaluation judgements are mostly evidence-based. However, the judgements of Arabic and mathematics, particularly in the upper phases, are not consistently accurate. Judgements and action planning for these areas are insecure.
- The senior management team vigilantly monitors all aspects of the school. Leaders check tracking data regularly to ensure that all students make progress at least in line with expectations. The quality of teaching is checked by senior leaders during the staff appraisal process. There are systematic formal and informal classroom observations, and regular scrutiny of students' work by senior staff. Evaluative outcomes are shared with all teachers who are aware of the effects of their teaching on

student learning and know what they need to do to improve. There are strong links between staff development and appraisal processes.

- Improvement planning is comprehensive. Plans are based upon the well-founded results of self-evaluation. Planning targets are increasingly strengthened by the inclusion of quantifiable outcomes. Responsibilities are defined. Time frames identified and resources are allocated to support initiatives. There are clear links in plans to support the National Agenda Parameter 2016-2017.
- The school works diligently to meet the recommendations made in pre-inspection visits. Improving quality of teaching and learning, is leading to strong student progress in most key subjects especially in the FS and primary phases. The outcomes in FS are very good. Children express a desire to learn, explore and think creatively. They develop holistically. School self-evaluation processes are evaluative and supported by some insightful improvement planning.

Partnerships with parents and the community

Very good

- The school is successful in effectively engaging parents who are considered to be partners. Regular parental engagement sessions are highly informative and help parents and families understand key aspects of the work of the school. Consequently, parents are well informed and are encouraged to contribute to new initiatives, and shape future developments as the school expands.
- Parents receive formal communications about their children’s academic achievements and personal development. Regular, on-going informal communication is effective and valued by many parents. Leaders ensure parents are aware of the importance of the UAE National Agenda Parameter.
- Students’ personal development and academic achievements are reported to parents throughout the academic year. Parents are informed about their children's progress towards meeting targets. They are also told about the nature of assessments that inform these reports, including the international benchmark assessments. Parents have opportunities to discuss reports with teachers to establish the most appropriate, next steps in learning.
- The school has a growing number of links with external partners. There are established links to ensure prompt access to specialist care and support for vulnerable children. A growing number of effective, external partnerships enhance the school’s provision in subjects. This has a positive impact on students' learning and personal development.

Governance

Good

- The school’s governing board is made up of a broad, representative group of stakeholders, including the school’s owners. At their regular meetings, members are provided with extensive reports about all aspects of the school’s operations. Of note are the in-depth reports from the FS, primary and secondary phases which help support governors’ knowledge of the school.
- The governing board monitors the school’s actions and holds senior leaders to account for the school’s performance and its quality. The governors take a keen interest in all N.A.P. initiatives including the school’s tracking of students’ progress. Governors bring a broad range of personal skills to the school and are becoming increasingly effective in their roles.

- The board is supportive of the school and influential in ensuring its future development. Governors maintain high levels of resources and are responsive to suggested initiatives and requests. The board ensure that all required statutory requirements, including local and national regulations, are met.

Management, staffing, facilities and resources

Very good

- Leaders pay careful attention to ensuring that almost all aspects of the day-to-day management of the school are attended to. Emerging routines are clear and are becoming more established. The many varied opportunities provided for students run smoothly and promote learning.
- The school is collegial and fully staffed by committed leaders, teachers and support staff, who are aligned to the school's vision. Almost all staff are suitably qualified and access professional development closely matched to their area of responsibility. Staff are well equipped to ensure that the school's aims are delivered and that students can achieve extremely well.
- The architectural design of the school creates interest and promotes creativity. Buildings are well equipped with high quality specialist facilities. The learning environment meets the needs of all groups of students effectively. Specialist facilities are used regularly by students, and this enhances their learning experiences. The effective and creative use of ICT positively impacts on students' achievements.
- There are ample resources available to support teaching and learning. The school continues to grow and expand its provision. Resources are well matched to the requirements of the curriculum and promote effective learning. In the FS in particular, resources are imaginative and stimulate children's curiosity.

The views of parents, teachers and senior 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2016-2017	359
	2015-2016	0
Teachers 	92	

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

- The responses from parents and teachers about the school are highly positive. There are no students currently eligible to complete the school survey.
- Most parents are happy with the quality of education provided by the school. Parents and staff express similar views, that the school is fully inclusive and students with special educational needs and disabilities are welcome.
- Parents and teachers agree that the school effectively promotes literacy and the love of reading in English. Parents are concerned about low expectations in Arabic as an additional language.
- A number of parents have concerns about the excessive congestion around the school's entrance and that the arrangements for students' arrival to school and their departure is neither well-organised nor safe.
- Parents and staff agree that students are extremely well cared for and that all staff at the school place much importance on students' wellbeing and personal development.

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