



Notes of the Safa British School Board Meeting

Held on Tuesday 8th January 2019 at 1:00pm

Present:	Louay Khatib	Director	(LK)
	Sameer Merchant	Director	(SM)
	Zara Harrington	Principal	(ZH)
	Liam Allen	Teacher	(LA)
	Sophie Barber	Teacher	(SB)
	Claire Drinkwater	Parent	(CD)
	Stephen Duckitt	Principal SCS	(SD)
	Leanne Fridd	Head Teacher SCS Primary	(LF)
	Shanoor Khimjee	Parent	(SK)
	Olga Petrukhina	Parent	(OP)
	Rehab Sajwani	Parent	(RS)
	Qaiz Sedki	Community member/Educationlist	(QS)
	Sabana Skaikh	Parent	(SS)
	Sarah Tortolano	Teacher	(ST)
	Anastasia Yermakovaa	Parent	(AY)
In attendance:			
	Carole Ansell	Senior Leadership Team	(CA)
	Louise McGeever	Senior Leadership Team	(LM)
	Noreen McGuckin	Senior Leadership Team	(NM)
	Teju Sonuga	Senior Leadership Team	(TS)
Minutes:	Sarah Sidey	PA	

1. Apologies and welcomes

SM welcomed everyone to the meeting. There were no apologies.

2. Notes of last meeting

The notes of the last meeting held on 6th November 2018 were agreed.

3. Matters arising

Notification had been received from KHDA that the annual DSIB Inspection would be held week commencing 20th January 2019. A pre-meeting with the inspection team was

planned for 20th January and the inspection planned on 21-23 January. As a result of the notification the Board meeting was used as a pre-inspection Board meeting and the Senior Leadership Team had been invited to join the meeting.

4. National Agenda Presentation

ZH presented and discussed the UAE National Agenda and UAE Vision 2021. A copy of the same has been attached to the minutes of this meeting.

5. SEF Report

The Self Evaluation Form (SEF) had been completed by the Leadership team and uploaded to KHDA website within the specified timeframe. The uploaded SEF report was available at the meeting for Board members to consider.

6. Learning Walks

The Senior Leadership Team had each prepared a short video with a QR code on their areas of expertise. Each took a group of board members on a learning walk through the school (see groups below) and the Board were encouraged to make comment and suggestions on their observations :

Personal and Social Development – lead by TS with LK and ST

Teaching and Learning – lead by NM with RS, SS and LA

Curriculum - Lead by LMcG with SK, LF and CD

Protection, Care & Support – Led by CA with SB, AY, OP

Leadership and Management - Led by ZH with SD, SM and QS

7. Q&A

On their return from the learning walks the board were encouraged to ask questions. Discussions followed on the following topics:

- **Leadership** - ZH presented a view of collective leadership, wellbeing of staff, delegated and collaborative leadership. ZH also emphasized on the student leadership aspect where several roles were created for students to participate in
- **Inclusion** - LK said the video gave a detailed account of information regarding inclusion and of the Link team and LK was shown every link room and was able to join some lessons. Discussion followed on identifying inclusion students and resources used by the LINK team for the same

- **Teaching and Learning** - LA commented that throughout the school children were engaged. Assessments were explained and LA, as a teacher, had realised how much they had and were contributing.
- SS noted a drastic improvement and felt there was still room for improvement. SS commented that there was no Arabic section in the library. SS felt the focus was on Emiratis.
- RS said she was very happy with what she had seen.
- **Curriculum** - LF commented on the improvement in the school over the last year. She said LM shared her excitement and enthusiasm and LF congratulated all on a confident leadership team.
- CD commented on how the introduction of Creative Art and Drama has improved children's confidence and how happy the children were. Several parents have
- SB said the feel of the school, the wellbeing of the teachers and the happiness had beamed through everyone.
- LF asked how internal data (assessments) had been refined since last year. SM highlighted that a robust internal assessment grid format has been now established across all core subjects uniformly followed across both Safa Schools. Internal assessments are also moderated on a regular basis between both schools. ST commented that as a teacher she was clear on internal assessments.

8. **Any other business**

ZH thanked the board for their input and felt confident the staff have demonstrated their capacity to take the school forward.

ZH ended the meeting by informing the Board that she and her team would be available the following Tuesday afternoon to answer any questions from this meeting and from the relevant information in preparation for the inspection that would be sent to them over the next day.

It was noted that the board would be interviewed by the Inspectors during inspection week and they would be informed on Sunday 20th January of the date and time.

The meeting closed at 2:30pm.

UAE National Agenda and UAE Vision 2021



***How will a unified effort contribute to meeting the
challenges and realising the vision***

The UAE National Agenda

- In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, launched the UAE National Agenda as an extension to achieve the UAE Vision 2021.
- It includes a set of national indicators in the sectors of education, healthcare, economy, police and security, housing, infrastructure and government services.
- Education is a particularly important focus of the UAE National Agenda as it includes eight key objectives that will pave the way towards the next phase of educational development in the UAE
- These objectives should lead the UAE to become a leading provider of world -class education.

The UAE National Agenda

- **PISA**: to be among the 20 highest performing countries in PISA
(The Programme for International Student Assessment)
- **TIMSS**: to be among the 15 highest performing countries in
(Trends in International Mathematics and Science Study)
- **High quality teachers**: to ensure that 100% of schools have high quality teachers
- **Highly effective school leadership**: to ensure that 100% of public schools have highly effective school leadership

The UAE National Agenda

- High skills in Arabic language: to ensure that 90% of grade 9 Students develop high skills in Arabic language in the UAE NAP (*National Assessment Programme*) assessment
- Completion of high school education: to ensure that 90% of Emirati students complete their high school education
- Attending pre-primary: to ensure that 95% of children in the UAE attend pre-primary education
- University foundation programme: to ensure that no students need to join the university foundation programme

The UAE Vision Educational Targets

- **Inclusion**: the UAE to become an inclusive, barrier free, rights based society that promotes, protects and ensures the success of all groups of students by 2020.
- **Innovation** : the UAE Vision 2021 sets out the National Agenda for the UAE to be among the most innovative nations of the world

The UAE National Agenda

What steps have SBS taken to meet the UAE National Agenda targets and the UAE Vision 2021?

The UAE National Agenda

We have invested in International and National Benchmarking Assessments to ensure that our assessments are accurate and in-line with National and International standards. The results from these feed into the levels reported to parents throughout the year.

CAT 4 (Cognitive Ability Test Year 3 upwards)

PTE (Progress Test in English Year 2 upwards)

PTM (Progress Test in Math Year 2 upwards)

PTS (Progress Test in Science Year 3 upwards)

TIMSS (Year 5)

PIRLS (Year 5 -Comprehension and online reading)

IBT Arabic A (Year 5 upwards)

PISA and TIMSS–Targets for SBS

TIMSS results 2015

Year 5 Maths - 598

Year 5 Science - 594

These results are in the High International Benchmark band.

To achieve TIMSS 2019 target scores:

Year 5 Maths - 565

Year 5 Science - 585

PIRLS result 2016

Year 5 English - 609

These results are in the High International Benchmark band.

To achieve PIRLS 2021 target score:

Year 5: English - 619

PISA & TIMSS Meeting Targets

Curriculum

- **Modified** to meet the content and skill requirements of TIMSS and PIRLS in Mathematics, Science and English
- **Mapped Science outcomes** throughout the school to ensure coverage
- Daily mental math activities to **develop skills. Introduction of Times Table Rockstars**
- **Real life problem solving** encouraged through the curriculum
- **Reviewed curriculum** to ensure better balance of science in each year group
- **Guided reading** programme further embedded
- Promoting a culture of reading across the curriculum

Learning, Teaching & Assessment

- **Personalised learning** approach to ensure all students are challenged
- Improved questioning by use of Blooms –style questioning to **promote critical thinking**
- Introduced regular **formative GL assessments** to more accurately determine students starting points
- **Further embedded** PTE, PTM, PTS Standardized Assessments and IBT
- **CAT 4 for all students in Phase 2** to identify SEN and MaGT students for personalised learning , and drive target–setting
- Greater **Accountability on Middle leaders** to drive improvement in teaching and learning. Middle leaders and outstanding practitioner **model lessons** and share best practice
- **TIMSS and IBT styled assessments** to ensure **students are familiar** with the questions on a TIMSS test.

Highly effective school leadership

Leadership – Teachers

- Evaluation/accreditation: BSO, KHDA
- Learning Walks
- External moderation and training related to learning walks and other areas
- **Middle Leaders:** Head of Departments, Team Leaders, Curriculum Leaders
- Release time for middle leaders

Leadership – Students

Primary

- Sports Leaders and House Captains
- Prefects
- Junior Leadership team
- Tech Leaders and Eco-warriors
- Mindfulness team

Leadership and Management

- **Forensic data analysis** to identify gaps, trends and areas for intervention and improvement
- Greater **technology integration** especially using BYOD in secondary and effective use of iPads in Primary
- Introduction of **e-reading and e-resources** scheme in primary
- **Regular learning walks** to ensure teaching and learning is always good or better
- Greater and **better use of science laboratory** for Primary to boost practical inquiry skills.
- Increased science resources for teachers to use to perform powerful investigations.
- More **support personnel** recruited to provide support to EAL and SEN students

Improving the quality of Arabic education and awareness

- **Revised Arabic curricula** to match Ministry requirements
- **Revised Arabic Learning Ladders**
- Greater **variety of learning strategies** employed by a skilled group of **teachers**
- Increased **daily focus** upon all **four language skills in every lesson**
- **Arabic ECAs** and **Arabic support lessons**
- Regular **Arabic immersion day and cultural activities**
- Inviting **Arabic A parents to come and read** to our students
- **UAE Social studies** integrated into the curriculum