



المعرفة
Knowledge



SAFA BRITISH SCHOOL

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER





























VERY GOOD

CONTENTS

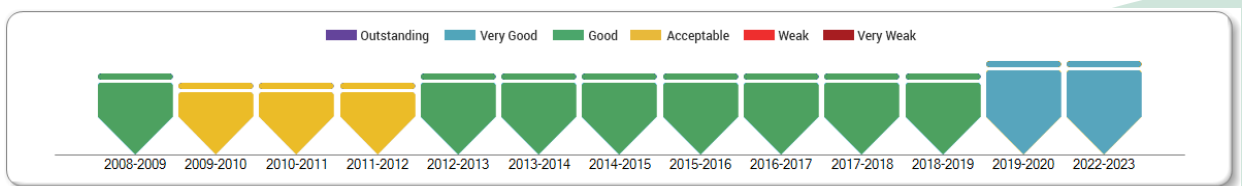
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Safa
	 Opening year of school	2005
	 Website	www.safabritishschool.com
	 Telephone	97143884300
	 Principal	Zara Mary Martina Harrington
	 Principal - date appointed	2/21/2018
	 Language of instruction	English
	 Inspection dates	27 to 01 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 16
	 Grades or year groups	FS1 to Year 11
	 Number of students on roll	1540
	 Number of Emirati students	90
	 Number of students of determination	264
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	140
	 Largest nationality group of teachers	United Kingdom
	 Number of teaching assistants	59
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GCSE, IGCSE
	 Accreditation	BSO

School Journey for SAFA BRITISH SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment and progress are strong in English, mathematics and science, with outstanding progress in all phases in English and science. Attainment and progress in Islamic Education and Arabic are mostly good in Primary and acceptable in Secondary. There is a rich learning culture across the school. Students demonstrate high levels of skill as independent thinkers who appreciate the opinions of others.
- Students demonstrate exceptional behaviour and attitudes. They are considerate, polite and enjoy respectful relationships with other students and their teachers. Students have a clear understanding of Islamic values and a strong awareness of Emirati culture. The school encourages them to be aware of other cultures as well as their own. They demonstrate high levels of commitment to environmental sustainability and conservation.

Provision For learners

- Lesson time is used productively to develop students' skills and knowledge with the support of teachers' strong subject expertise. Teachers' ongoing professional training is a priority. A comprehensive analysis of available assessment information enables the school to identify students' progress although analyses are not well aligned to KHDA requirements.
- The curriculum is well organised and regularly reviewed. Older students are provided with a range of subject choices which prepares them well for the next stage of their education. Curriculum adaptations are based on the outcomes of data analyses and the needs of students. Extra-curricular activities enable students to demonstrate their innovation and enterprise skills. There are many opportunities for students to learn about the culture, values and life in the UAE.
- Child protection and safeguarding procedures are a high priority for the school. Regular training ensures that members of staff fully understand and act on their safeguarding duties. The school's facilities are secure, hygienic and maintained to an excellent standard. There is effective supervision within school and on transport. Attendance is monitored rigorously. The school has secure systems to identify and support students of determination.

Leadership and management

- Leaders are highly committed and inspirational. Staff morale is high. Welfare and wellbeing are exceptionally well supported. Leaders have an accurate sense of the school's strengths and weaknesses. Improvement plans include too many actions which are not prioritised. Parents actively participate in the life of the school in a planned and purposeful manner. Governors provide support and challenge to school leaders.

Highlights of the school:

- Inspirational leadership, highly committed governors and fully engaged parents.
- Students' outstanding attitudes, behaviour and relationships.
- The broad and ambitious curriculum which supports students' strong academic success.
- The high level of support provided to ensure students' safety, welfare and wellbeing.
- The strong commitment to inclusion and wellbeing which is embedded across the school.

Key recommendations:








- Raise attainment and progress in Islamic Education and Arabic.
- Improve the consistency of teaching by identifying and sharing the best practice that already exists across the school.
- Improve self-evaluation and improvement planning.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable
	Progress	Not applicable	Good	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good	Outstanding ↑
	Progress	Outstanding ↑	Outstanding	Outstanding ↑
 Mathematics	Attainment	Outstanding	Outstanding ↑	Very good
	Progress	Outstanding	Outstanding ↑	Very good
 Science	Attainment	Very good	Outstanding ↑	Very good
	Progress	↑ Outstanding	Outstanding	Outstanding ↑
		Foundation Stage	Primary	Secondary
Learning skills		Outstanding	Outstanding	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding	Very good	Very good
Assessment	Outstanding	Very good	Very good

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- With an average score of 597, the school exceeded its 2021 target in the Progress in International Reading Literacy Study (PIRLS) by 69 points. No Emirati students participated in this assessment. In benchmark assessments over two years, students' performance fell by one level in English, remained the same in science and increased by one level in mathematics. Outcomes were very good in English and outstanding in science and mathematics. The performance of Emirati students is good across all three subjects.

C. Leadership: International and Emirati Achievement	Very good
---	------------------

- Leaders understand how subject skills and content align to the proficiency levels outlined in the Programme for International Student Assessment (PISA) and international benchmark levels. They implement international assessment action plans and reading literacy plans that address gaps identified in the benchmark assessment reports. Leaders are aware of the specific learning needs of Emirati students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

- The school's most recent reading literacy skills assessment confirms that a majority of students' reading literacy scores are above age-related expectations. The majority of Emirati students have scores that are at or above age-related expectations. Leaders plan interventions aimed at improving students' reading skills. Results of monitoring and the impact of interventions suggest that the large majority of students in the school, including Emirati students, are making at least the expected progress in their reading proficiency. The school works closely with families to foster a strong culture of reading.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that all leaders are fully informed about and conversant with international benchmark assessments.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing Wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an outstanding level.

- The governing board, principal and senior staff demonstrate inspirational leadership and commitment to wellbeing across the school. Policies and practices in classrooms highlight the importance of wellbeing. The school's wellbeing trajectory shows outstanding improvement over time because of rigorous assessment which supports continual improvement in provision. A wealth of data are studied so that leaders can identify ways to improve and embed wellbeing for everyone in the school community.
- The wellbeing leaders, staff and the counsellor make up a strong approachable team. They are available to assist any member of the school community needing academic, emotional or personal support. Older students mentor younger students, and new teachers have allocated mentors to support them as they begin their careers in education. The breadth of the curriculum enables students to learn to be positive, respectful and reflective. Staff morale across the school is very high.
- The wellbeing curriculum permeates the school and is integrated throughout. The innovative programme is exceptionally well planned. Teaching teams effectively create inspiring classroom climates where teachers promote learning and wellbeing. Students, in turn, demonstrate high levels of engagement, resilience and character development. House captains and ambassadors serve as important role models. The broad range of additional activities helps to develop teamwork through shared challenges. Students feel safe and valued at school. They clearly understand the importance of digital safety.

For Development:

- Provide further opportunities for the student wellbeing committee to play an even greater role in the development of student-led wellbeing initiatives.

UAE social studies and Moral Education

- The UAE social studies and moral education programme is integrated into knowledge and understanding of the world in the Foundation Stage (FS). Primary students have standalone lessons integrated across the curriculum in topic-style learning taught by class teachers. Humanity specialists teach subject content. They encourage ethical debates that become incorporated into the IGCSE examination of Global Citizenship. The Ministry of Education (MoE) framework, with linked assessment objectives, is used. Reports to parents are based on it.
- Provision is enhanced by 'Kind Mind Week', where speakers and wellbeing specialists celebrate diversity and cultural identity for students and their families. In the 'Week Without Walls', curricular enrichment activities include visits to UAE places of culture. International businesses provide students with insights into their environmentally friendly strategies. All UAE National Day celebrations are shared with, and enjoyed by, the entire school community.

Arabic in Early Years

- Arabic is taught for 60 minutes per week in FS1 and FS2 and for 150 minutes per week in Year 1. Arabs and non-Arabs are grouped together for these lessons. In FS2, teachers focus on oracy and sound recognition. In Year 1, teachers focus on phonics, letter recognition and reading words. Teachers' use of workstations during lessons keeps children motivated and engaged most of the time. Classroom management is enhanced by appropriate gestures and tone. Assessment strategies primarily focus on ongoing assessment techniques, which are designed to inform teaching and support students' learning and development.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good

- Students' recitation of the Holy Qur'an and their knowledge of Islamic values is improving in both phases. Memorisation and recitation skills are stronger among Arab students. Non-Arab students have better knowledge in Seerah, and they communicate their learning more effectively.
- Students' knowledge of Islamic values and etiquette is strong. Most students can demonstrate adequate knowledge of faith. In the secondary phase, students develop their critical thinking skills and their ability to apply what they have learned to everyday situations.
- The school is providing extra-curricular Holy Qur'anic sessions which are having a positive impact on students' recitation skills. In the best lessons, students cite references from the Holy Qur'an and Hadith to support their responses during class discussions.

For Development:

- Raise the level of challenge in order to meet the needs of different groups of students, especially the more able.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students are developing their reading skills in line with curriculum standards. In Primary, students make better progress because, in most lessons, teachers plan different tasks and use appropriate strategies to meet students' needs.
- Students can read and understand short stories and identify main events and characters. However, their ability to cite textual evidence is inconsistent. Their oral responses are short and include dialect features. Students' writing skills are inconsistent with many spelling mistakes.
- The school groups lower achieving students in each year together to provide interventions and enable them to join regular classes. However, these students do not have individualised plans to support their learning.

For Development:

- Improve students' writing skills and use of standard Arabic.
- Provide appropriate individual support for lower achieving students.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Good ↑	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' achievement in the primary phase is better because teaching is more effective in meeting the needs of all groups of students. In the secondary phase, teachers' expectations are not high enough. Students rely too much on formulaic patterns and word lists to make sentences.
- Students can read simple familiar texts and understand the general meaning. In Primary, students can talk and write about their daily routines. In Secondary, students rely on vocabulary lists to create sentences. Their conversation skills are underdeveloped.
- The school follows the GCSE curriculum in Years 9 and 10. However, the curriculum in these two years has different expectations than the MoE curriculum and does not take enough account of students' years of study of Arabic.

For Development:

- Adjust the curriculum in Years 9 and 10 to match students' years of study of Arabic.
- Develop students' conversation and writing skills especially in the secondary phase.

ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Very good	Very good	Outstanding ↑
Progress	Outstanding ↑	Outstanding	Outstanding ↑

- Children in FS learn to form letters correctly and quickly develop their spoken language. Internal assessments of students' reading skills show fluency is improving. Most Year 11 students are predicted to achieve above UK national averages in the IGCSE English examinations.
- The focus on oracy across the school enables students to enrich the quality of expressive language with ambitious vocabulary. This is the result of a deliberate policy to concentrate on skill transference between speaking as a rehearsal for writing. This is a strength.
- The school has prioritised improvement in reading skills by providing students with an online programme that adapts to each student's level and pace of reading. This provides an accurate measurement of progress for individuals. Secondary students write competently using a range of styles.

For Development:

- Embed the online reading programme and use this and reading test results to monitor and develop students' reading skills.

MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Outstanding	Outstanding ↑	Very good
Progress	Outstanding	Outstanding ↑	Very good

- Attainment in international benchmark assessments is very strong in Primary and Secondary. All groups of students, including students of determination and Emirati students, make rapid progress in their understanding of mathematical concepts.
- Children in FS apply their measuring skills to everyday situations. In Primary, students can find the perimeter and area of two-dimensional shapes. In Secondary, students apply their skills of graphing straight lines to solve inequalities with two variables.
- The department has modified the curriculum to develop basic algebra skills in the upper primary phase in preparation for Secondary. The development of critical thinking and problem-solving skills is more evident in the primary phase. The use of technology to support learning In Secondary is inconsistent.

For Development:

- Increase opportunities for students to develop their critical thinking and problem-solving skills.
- Provide more opportunities for secondary students to use technology for research and independent learning.

SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Very good	Outstanding ↑	Very good
Progress	Outstanding ↑	Outstanding	Outstanding ↑

- The first cohort of students has yet to be entered for IGCSE. Nevertheless, internal and external assessment data indicate that attainment is very strong across the school. Lesson observations confirm that students’ attainment has improved in Primary, and progress has improved in FS and Secondary.
- Students’ scientific skills are developed progressively in FS and Primary. By the end of the primary phase, students display a deep understanding of scientific methods, devising simple experiments to test their own hypotheses. These skills are not developed as consistently in Secondary.
- Scientific communication skills are developed systematically in Primary. Students use scientific terminology accurately and write extended scientific reports engaging in open-ended learning tasks. These skills are not built upon sufficiently in the lower secondary year groups.

For Development:

- Strengthen the opportunities in Secondary for students to develop their scientific investigation and writing skills.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Outstanding	Outstanding

- There is a strong learning culture across all phases which is evident in how quickly children in FS become effective, independent learners. Primary students can evaluate their own work and take targeted actions to improve any weaknesses they identify.
- In project-based learning, students are resourceful in their use of digital technology and engagement in practical subjects. In those subjects that set problems and challenge students’ thinking, students are focused on finding a solution and resilient, transferring their knowledge and skills across different parts of the curriculum.
- Students make connections between what they learn in school and everyday life. Moral, social and cultural studies develop students’ collaborative skills as they debate ethical dilemmas. Students demonstrate high levels of skill as independent thinkers who appreciate the opinions of others.

For Development:

- Ensure that full use is made of students’ capacity for independent learning in all lessons.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students' positive attitudes towards school and to others result in excellent behaviour. Students are sensitive to the needs of others, displaying a clear understanding of safety. They are confident, sociable and collaborate well. They are punctual to school and to lessons.
- Students enjoy excellent relationships with staff. They feel safe, valued and supported, which makes a significant contribution to the schools' calm and purposeful learning atmosphere. They are self-disciplined and self-sufficient when given the opportunity.
- Students work well together to resolve differences. They respond very well to their fellow students and to adults. Their understanding of the value of healthy eating and of maintaining an active lifestyle is reinforced by their participation in a wide range of sporting and other physical activities.

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

- Most students in all phases, have a clear understanding of Islamic values and an awareness of Emirati culture and how they influence life in the UAE. They thoughtfully put into practice those values such as tolerance and giving.
- Students are very knowledgeable and respectful of Emirati culture. They have a very good awareness of the features of Dubai. They can confidently discuss the heritage, food and customs of the UAE.
- Students demonstrate excellent awareness and appreciation of their own cultures and can talk in detail about the cultural activities in which they have taken part. Across the school, students are interested in learning about other cultures and benefit from opportunities to interact with students from different backgrounds.

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

- Students have an excellent work ethic. They are proactive, responsible members of the school community who enjoy helping others. Through the wealth of leadership opportunities, they act as positive role models to others when leading and managing projects and initiatives.
- Students frequently make positive contributions to the wider community. This includes reducing landfill waste through recycling plastic, paper and e-waste. Older students work to bring about changes in school, for example, by establishing a students' Games Café.
- Younger students develop their enterprise through special events such as Market Day. Older students take part in a range of innovation and enterprise activities through curriculum programmes such as media and business studies, or through extra-curricular activities such as mechanical engineering.

For Development:

- Consolidate students' understanding of the role and values of Islam in Emirati society, particularly for younger students.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Outstanding	Very good	Very good

- A strength of FS is teachers' expert knowledge of how young children learn. They provide learning opportunities within inspiring environments and exciting imaginative lessons. All teachers have expert subject knowledge but show variability in devising engaging activities.
- Lesson time is used productively to develop students' skills and knowledge within a positive learning environment. Teachers' planning makes effective use of ongoing assessments, with targeted questioning that promotes students' ability to think and reflect to deepen understanding.
- Teachers make full use of excellent learning resources. They value their own professional skills and share the best practice. They provide students with the challenge and support needed to accelerate progress.

	Foundation Stage	Primary	Secondary
Assessment	Outstanding	Very good	Very good

- Internal assessment processes are linked well to curriculum standards across the school. They enable the tracking of individual student's academic progress as well as personal development in each phase. The processes are more firmly established in FS.
- Students participate in a range of external tests to benchmark their performance. Analysis of this information enables leaders to check students' attainment against international standards.
- There has been some improvement in the use of assessment information in Islamic Education and Arabic. Most teachers use assessment information effectively to meet the learning needs of all groups of students and provide them with personalised challenge and support. This is less strong in Secondary.

For Development:

- Improve the consistency of teaching and learning to reduce the variability between subjects across all phases.
- Ensure that the methods used to calculate students' progress are more closely aligned to those provided in the KHDA guidelines.

04 CURRICULUM

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding

- The curriculum requirements of the Early Years Foundation Stage, the National Curriculum for England and the MoE are fully met. The curriculum is well organised allowing progression in learning as students move through the school.
- Older students are provided with a range of subject choices which prepare them well for the next stage of their education. Thematic learning in FS enables children to make links between subjects, as does project-based learning in Primary. These links are not as well developed in Secondary.
- Regular reviews of the curriculum ensure that students' interests are identified and met. An increasing number of subjects is offered in Years 9 and 10, and plans are well advanced for an equally broad range of options in Post-16.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding

- Curriculum adaptations are based on the outcomes of data analyses and the needs of students. This information has led to curriculum modifications such as the introduction of a number of vocational qualifications. Modifications to meet the needs of all groups of students in lessons are consistent across all phases.
- Extra-curricular activities and external competitions enable students to demonstrate their innovation and enterprise skills. An additional flexible programme enables students to develop their skills in a range of contexts, including enterprise and personal development.
- Students have ample opportunities to learn about culture, values and life in the UAE, and to celebrate local and national events. They have excellent opportunities to develop responsible attitudes towards protecting the environment through the focus on sustainable development goals with specific reference to the UAE.

For Development:

- Embed cross-curricular links in the primary phase and develop these links further in the lower years of Secondary.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The safety and protection of students is a high priority. Highly effective, rigorous systems and policies keep students safe. Regular training ensures that members of staff fully understand and act on their safeguarding duties.
- The school’s facilities and excellent physical environment are secure, hygienic and maintained to an excellent standard. Detailed records and rigorous checks are held. These are used to develop safety practises further. The school’s emergency procedures are highly effective.
- The school provides very effective supervision of students within school and on transport at all times. Educational programmes and a range of health checks carried out by the medical team, promote healthy and safe lifestyles and include oral hygiene and healthy eating.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding	Outstanding

- Members of staff have very positive relationships with all students. The management of behaviour is unobtrusive but effective. Attendance is monitored rigorously with the promotion of very good levels of punctuality. Lesson transitions are managed well, and little learning time is lost.
- The school has secure systems to identify students of determination. Individual plans are created to modify the curriculum and establish support systems to generate maximum academic and personal progress. When working with students with complex needs, individual targets are short term and appropriate.
- Rigorous assessment processes enable members of staff to identify and enhance provision for students with gifts and talents. The wellbeing and personal development of all students is closely monitored to ensure highly effective guidance.

For Development:

- Consolidate support and alternative curriculum pathways in line with cohort requirements.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and leaders have a compelling vision for inclusion in the school. They are focused on ensuring that all students achieve continually improving personal and academic outcomes. The improvement plan provides strategic direction for the department’s work.
- Identification processes are rigorous. The school makes coordinated use of a range of assessment tools. Being clear on the students’ barriers to learning is central to understanding and ensuring that interventions are meaningful and relevant, and support students to achieve high quality outcomes.
- Parents describe highly positive partnerships with the school. They trust school leaders. Parents report that teachers communicate effectively, engage with them and keep them updated on their children’s progress, all of which strengthen their abilities and skills to support learning at home
- Observations confirm that classroom environments are highly supportive, engaging and enable students to thrive. Alternative education pathways for students with complex learning profiles are highly effective in providing relevant provision to match individual needs. Very skilled learning support allows students to build independence, persistence and collaboration.
- Leaders’ monitoring of teaching and support provides teachers with secure information of how well students of determination acquire knowledge and skills over time. Reliable evidence indicates that almost all students make better than expected levels of progress.

For Development:

- Extend alternative pathways for older students in line with increasing and changing needs.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders, capably supported by the principal, are highly committed and well established. They have been successful in sustaining positive outcomes while developing the school. Staff morale is high. Members of staff feel valued and appreciated. Welfare and wellbeing are exceptionally well supported. Leaders make sure that all statutory and regulatory requirements are fully met including safeguarding and child protection. Leaders have worked with determination to improve the quality of teaching, but there is still some variability across subjects and phases.
- Procedures for self-evaluation are rigorous. Some comments are more descriptive than evaluative. Leaders have an accurate sense of the school's strengths and weaknesses. The systematic monitoring and evaluation of teaching is extensive and makes very good use of lesson observations, learning walks and work scrutiny. School development plans contain too many actions, so the main priorities are occasionally unclear. Governors and leaders have made commendable progress in addressing the recommendations from the previous inspection.
- Parents are highly supportive of the school. They are consulted frequently, and their views are valued. They benefit from regular workshops covering reading, mental health, revision routines and option choices. Parents receive regular reports regarding their children's achievement. The school benefits from strong links with other schools to share expertise and to moderate practice. Community links are excellent.
- Governors have an exceptional understanding of the school because of regular visits, focused surveys and feedback from stakeholders. Leaders provide regular and comprehensive information to ensure that governors are suitably informed. Statutory and regulatory requirements are met. Wellbeing and inclusion are resolutely supported. Governors hold school leaders to account while offering support and encouragement. They have ensured high levels of investment in staffing and facilities. Owners make a significant contribution to the school's performance.
- The day-to-day management of the school is highly effective. The school runs smoothly. Leaders ensure there are sufficient appropriately qualified teachers to support the high-quality curriculum. Members of staff are appropriately deployed. They are provided with ongoing professional training of a high quality. The school buildings are maintained to an exceptionally high standard. The premises provide a safe and stimulating environment which is well suited to students' learning. Resources are of high quality.

For Development:

- Ensure that the quality and validity of self-evaluation and school improvement documents are consistent, coherent and prioritised.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae