



Safa British School, Meydan Road, P.O. Box 71091, Dubai
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NOTES OF BOARD MEETING

HELD ON MONDAY 25TH NOVEMBER 2019 AT 1:00PM

Present:	Louay Khatib	Director	(LK)
	Sameer Merchant	Director	(SM)
	Zara Harrington	Principal	(ZH)
	Sophie Barber	Teacher	(SB)
	Claire Drinkwater	Parent	(CD)
	Olga Petrukhina	Parent	(OP)
	Rehab Sajwani	Parent	(RS)
	Sabana Skaikh	Parent	(SS)
	Sarah Tortolano	Teacher	(ST)
	Anastasia Yermakova	Parent	(AY)

Apologies: Liam Allen, Leanne Fridd, Stephen Duckitt

In attendance:

Safa British School Senior Leadership Team:

Louise McGeever, Carole Ansell, Noreen McGuckin, Teju Sonuga, Tricia Baugh,
Fiona McDermott, Dara Davey Emma Ives.

SM welcomed everyone to the meeting and thanked them for attending.

ZH introduced the Senior Leadership Team to the meeting and invited them individually to briefly give an overview of the collaborative leadership:

1. Students' Achievements – Emma Ives

- Attainment across all phases in English, Maths and Science is Very Good
- Progress across all phases in English, Maths and Science is Outstanding
- Arabic Attainment and progress is Acceptable

- Islamic Attainment and progress is Good
- Social Studies Attainment is very good
- Attainment across the school has been more stringently moderated through a carefully thought-out monitoring and evaluation programme.
- Training has been conducted to staff on the effective use of CAT4 data and Progress Test Results to feed planning.
- Strategies have been put in place across the school to raise attainment. Some pertinent examples from each subject area of strategies to improve attainment.

Impact report EYFS - Noreen McGuckin

- Mostly a new team in FS this academic year to support the development of EYFS at SBS
- Expectations set in terms of curriculum, planning, environment and assessment
- Training in Tapestry to ensure that tracking of attainment and progress is accurate from the beginning of year.

Maths Improvement

- Maths improvement – purchase of Hamilton Maths to provide a scaffold for maths planning in conjunction with White Rose and provide opportunities for examples of maths in provision.
- Dedicated maths lessons 4 times per week

Reading

- Dedicated phonics lessons – set groups to ensure children are challenged and supported at their level
- Training in the delivery of phonics to share minimum expectations per lesson
- 1:1 reading takes place in the class rather than guided reading – this provides an opportunity for dedicated 1:1 reading support for all children – mini phonics lessons for each child to develop early reading skills
- Whole class reading opportunities through shared reading for each focus book.

Science Investigation

- Weekly scientific investigation lessons planned as well as scientific investigation set up in the shared area for children to access independently throughout the year
- Impact already seen in the relationships that teachers have with their children and high expectations in lessons and shared areas

- Evidence of writing in books reflects high expectations at the end of FS1 where children were taught a wider range of phonics in term 3 than any other years previous, children now apply these in everyday mark making opportunities.
- Well resourced shared areas including the outdoor area.

2. Students' personal and social development and their innovation skills – Tricia Baugh

- Learning Gears introduced - embedding into lessons – soft skills for the future world of work!
- Ladders at Home - much more holistic approach to target setting with development goals shared with almost all families at home now, allowing parents to access more regular insights into learning and how to help
- Junior Leadership Team including the Student Executive Committee - pupil voice and empowered children taking ownership of their school for their peers. Student leadership team empowering children across the curriculum. Use of Super-Heroes in FS
- Heritage Leaders - Empowering Emirati children to lead learning on newly recognised core subjects of ME and SS - impact of heritage leaders on the rest of the children
- Wellbeing for Teachers - even with the pressures that come with day-to-day teaching and then KHDA, teachers viewed as major stakeholders. Sessions available with ST; reduced marking where appropriate; PLT responsive to the team's needs: time to prepare, reduced email traffic etc.

3. Teaching and Assessment – Dara Davey & Fiona McDermott

- Monitoring and Evaluating schedule through school
- Arabic/Islamic personalised CPD schedule based on the department needs
- Learning views & in-depth learning views
- Staff Bingo
- Kagan through school
- Integration of digital learning update

4. Curriculum - Link Intervention and Groups – Teju Sonuga

- Interventions and groups are informed by GL data, partnered external partners guidance, external reports and teacher judgement.
- Academic support, Gifted High Flyers, Arabic, physical, sensory, social and communication skills are considered when assessing and placing pupils into intervention

- Curriculum adaptation priorities
 - Ensure that higher-attaining and students with gifts and talents are provided with sufficient support and challenge which enables them to reach their potential
 - Ensure that teachers of Islamic education and Arabic are skilled in supporting students of determination to make very good progress from their different starting points
 - Closely monitor and evaluate the effectiveness of interventions for all students of determination
 - 85% of students of determination made very good progress from their individual starting points
 - 30% of wave 2 students returned to quality first teaching and no longer require intervention
 - 40% of wave 3 students reduced their LSA support

5. The protection, care, guidance and support of students – Carol Ansell

- Introduction of CPOMS – on line reporting and security of data
- Implemented new bus provider, Velocity, focusing on safety of children on buses
 - 185 children travel on 12 buses on a daily basis with a mobile app. available to track buses.
- Introduction of positive behaviour policy – respectful, responsible and safe in the classroom
 - Anti-bullying survey, very few issues, 3 children mentioned bullying in student survey
- Wellbeing initiatives based on Census data with a focus on sleep
- PERMA and wellbeing census for years 5,6 and 7
- Introduced Year 7 – looking at how well Year 6 children transitioned into Year 7 (20 children plus one addition). Parent Teacher meetings outcome – parents are very happy with their decision to enroll into SBS Secondary.
- Health and Safety
 - Cemented roof developed cracks in roof during hot weather which leaked during recent heavy rainfall. Maintenance team has repaired the cracks.
 - The new road layout has caused flooding outside the school – All drains need to be lifted when heavy rain is forecast
 - 19 confirmed cases of Influenza A

6. Leadership – Zara Harington

- Introduction of new leadership structure including the introduction of DD and FMcD

- Weekly meetings with a reflective focus and collective responsibility
- Increased HOD/HOY responsibility
- Performance management linked to whole school priorities
- Collection of evidence for DSIB
- Committed to collaboration with other schools

ZH thanked the leadership time for their valuable input and explanation.

SM invited the board to ask questions. The following were discussed in detail:

- Year 7 - An Open Morning will be held in January 2020 targeting Years 5 and 6.
- Homework – more guidance will be given with each of the homework and each platform and priorities will be highlighted to parents.
- Lunchbox initiative – spot checks are carried out, parents are informed and the school nurse if necessary
- Computing – Steve Bambury visits on a weekly basis to give support to both students and staff.
- CPOMS – Information regarding safeguarding is held securely on line, this takes responsibility of teaching staff. CA is responsible.
- FS Swimming and changing – Class teachers and TA's are on hand to assist children when required. It was noted that all children are requested to wear swimming hats, this prevents children's wet hair and blockage in the pool.
- ECA's – an explanation of menu of ECA's will be sent to parents.

SM reported on the construction progress of the new school. The board of governors will be invited to a meeting on site in Term 2.

The meeting closed at 2pm.