

VERY GOOD



2019-2020

INSPECTION REPORT

UK CURRICULUM

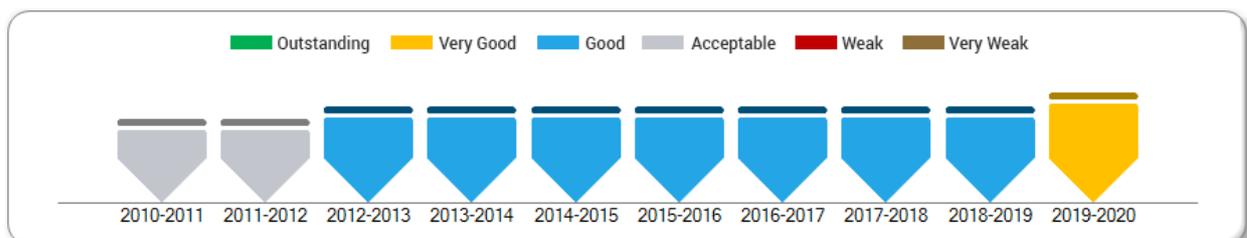
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School Information

General Information	 Location	Al Safa
	 Opening year of School	2009
	 Website	www.safabritishschool.com
	 Telephone	971043884300
	 Principal	Zara Harrington
	 Principal - Date appointed	18/02/2018
	 Language of Instruction	English
	 Inspection Dates	20 to 22 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-12
	 Grades or year groups	FS1-Year 7
	 Number of students on roll	735
	 Number of Emirati students	43
	 Number of students of determination	110
	 Largest nationality group of students	Other Arab
Teachers	 Number of teachers	61
	 Largest nationality group of teachers	United Kingdom
	 Number of teaching assistants	30
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	21
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL
	 Accreditation	BSO, BSME
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for SAFA BRITISH SCHOOL



Summary of Inspection Findings 2019-2020

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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> Overall attainment and progress in English, mathematics and science are very good. Attainment in Islamic education and Arabic is generally acceptable. Progress in Islamic education and in Arabic as a first language is generally good. Progress in Arabic as a second language is acceptable. Students' problem-solving and critical thinking skills are well supported, and learning is very good across the school. Students' personal development, social responsibility and innovation skills continue to be outstanding. Their attitudes towards school are excellent, as confirmed by their exceptional levels of attendance. Their understanding of UAE heritage and Islamic values is very good. Students have a strong appreciation of conservation and environmental issues.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> The quality of teaching is very good. Lessons are well planned, resources well considered and relationships are strong. Thorough assessment systems ensure that students are well known, so that teaching is personalised and weaknesses are quickly addressed. Skilled questioning supports critical thinking. Teachers successfully promote collaborative learning. Innovation, enterprise and problem-solving are strong features in most lessons, but less evident in Foundation Stage (FS). The school follows the English National Curriculum, with due regard for Islamic education and Arabic. The curriculum is detailed and developmental. Additional Arabic, offered in FS, has a positive impact on achievement in later stages. The curriculum is enhanced through a wide range of extra-curricular activities. Modifications to the curriculum for students of determination, and for those with gifts and talents, are very good. Arrangements for the health, safety, care and support of students are outstanding. The school takes its responsibilities for child protection and welfare very seriously. All students have access to known and trusted members of staff who offer excellent support. Feedback to students on how well they do is regular and constructive. Careers education is introduced at an early stage.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> Senior leaders are inspirational, knowledgeable and committed. They know the school's strengths and weaknesses, and address them suitably in the extensive development plan. Relationships throughout the school are very strong. Governors hold leaders to account for their actions. Partnerships with parents and the community are outstanding. Most recommendations from the last report have been addressed, but Islamic education and Arabic remain areas for improvement.

The best features of the school:

- Students' personal development, their social responsibility and their attendance
- Learning, teaching, assessment, curriculum design and adaptation
- Arrangements for health and safety, child protection, and care and support
- The partnership with parents
- Leadership, self-evaluation, governance, and all aspects of management

Key recommendations:

- Improve the quality of teaching and learning by ensuring that:
 - there is greater consistency in teaching across all subjects and all phases
 - literacy, enterprise and innovation skills are systematically developed in FS
 - teachers encourage independent learning and offer greater challenge in Islamic education
 - teachers accurately identify and rigorously take account of students' starting points in Arabic, and
 - students make more effective use of self-assessment to inform their learning.

Overall School Performance

Very good ↑

1. Students' Achievement

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

2. 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	Very good ↑	Very good ↑	Very good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

5. 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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

School's progression in international assessments

is above expectations.

- The school improved performance to meet its target for the Progress in International Reading Literacy Study (PIRLS) in 2016. Year 4 students in mathematics and science achieved well above the centre point in the Trends in Mathematics and Science Study (TIMSS), although they missed the school target. In the 2019 Graded Level (GL) benchmark tests, mathematics improved from very good to outstanding, while English and science remained outstanding. This outstanding performance is in line with expectations from the Cognitive Abilities Test (CAT4) predictions.

Impact Of leadership

is above expectations.

- School leaders are strongly committed to the vision of the National Agenda. They plan very effectively to ensure the development of skills. Information from assessments is rigorously analysed. Outcomes are used very well to monitor students' progress and to shape the curriculum. Teachers use assessment information very effectively to plan lessons which meet students' needs.

Impact Of learning

is above expectations.

- Students are taught to think critically throughout the curriculum. In science, they have an excellent understanding of scientific methodology. In physical education, they can critically review their performance and suggest improvements. They use technology very well to undertake research. They are effective independent learners.

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

For development:

- Improve students' performance in TIMSS in order to meet the schools' challenging targets.

Moral education

- High quality teaching of moral education supports students to make connections between lessons, their personal experiences, prior learning and other subjects.
- Learning is regularly assessed. Parents receive termly and annual written reports, as well as updates through a digital assessment application. Opportunities for students to evaluate their own learning are limited.
- The moral education programme has been enhanced, and effectively supports active learning and regular discussion, in keeping with the approach to learning in other subjects.

The school's implementation of the moral education is **above expectations**.

For development:

- Devise assessment advice for some units so that students can contribute to their own assessment.

Reading across the curriculum

- Assessment information shows that students make very good progress in reading in English. There is an improving picture in Arabic. The quality of literacy planning in all subjects has had a significant impact on achievement.
- Teaching strategies, such as 'Language of the Lesson' and 'Word of the Week', ensure that students are consistently immersed in new, interesting and challenging vocabulary.
- The school library is inviting and fosters a love of reading in all phases. The dedicated librarian engages very well with students to support and encourage their passion for reading.
- Leaders are highly committed to the development of reading across the curriculum. The appointment of a head of reading has ensured a clear strategic vision.

The school's provision, leading to raised outcomes in reading across the curriculum, is **well developed**.

For development:

- Continue to support reading at all stages.

Innovation

- Students think creatively and innovatively, particularly in the primary and secondary phases. Technology is increasingly embedded in classroom activities. Teachers encourage students to undertake research and to generate ideas.
- In Year 6, students take control of lessons through a Dragon's Den Project. They are encouraged to design and manage their own projects using research, marketing and business planning. They make informed economic decisions about their purchases and expenditure.
- Teachers continually strive to improve their practices. They experiment with changes in teaching approaches, and share new teaching strategies when they are successful. They are open to learning about best practice from others, and respect the innovative approaches taken by colleagues.
- The vocationally focused curriculum prepares students well for choices in their secondary education and beyond. In general, the curriculum provides many opportunities for students to think critically and deeply.
- Leaders actively encourage, support, and promote innovation. The school's policy is well embedded. Teachers and students contribute effectively to the innovation culture. Teachers are regularly supported in gaining an appreciation of the latest innovations and ways to transform learning using information technology.

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

For development:

- Provide more opportunities for age-appropriate innovation and entrepreneurship in FS.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lesson observations and work samples, students' attainment is acceptable, but internal data show good and very good attainment levels. Students make good progress across all phases as a result of differentiation and curriculum modifications. Arab Muslims make better progress than non-Arab Muslims.
- Students have adequate knowledge and understanding of belief, Islamic rulings, recitation rules and the life of the Prophet (PBUH). However, their ability to cite references from the Holy Qur'an and Hadeeth is underdeveloped.
- Students' memorisation and recitation of verses from the Holy Qur'an have improved. The planning and application of the curriculum takes into consideration the different levels of learners. However, students are not challenged. Their work is often based on factual information presented in worksheets.

For development:

- Extend students' learning to include more consolidation of knowledge and understanding through open-ended independent work.

Arabic as a First Language

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

- Primary students achieve better results than secondary students. Students in the lower primary phase are making faster progress than students in the upper primary phase. There are weaknesses in language skills in the secondary phase. Internal attainment data do not reflect the actual levels.
- Students in the primary phase are confident in using classical Arabic in their conversations in many contexts, reflecting good understanding. Their knowledge of grammar is developing well. Students' ability to use language to express their emotions and ideas is growing steadily.
- Raising students' expectations has had a good impact on their progress in the primary phase. However, inconsistent teaching practices limit progress, especially in the secondary phase.

For development:

- Improve language skills in classical Arabic by identifying students' different starting points and by measuring their skills and skill development accurately.

Arabic as an Additional Language

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

- Students with less than three years of studying Arabic as an additional language are making better progress than others. In general, students in the lower primary phase are more engaged with the language. Information from internal assessments does not accurately reflect students' attainment.
- Students in the secondary phase struggle to understand simple sentences. They cannot express themselves in basic situations due to a lack of curriculum modification in this phase.
- The use of pictures to illustrate concepts, and of choral reading strategies, has had a positive impact on students' language skills, mainly in the lower primary phase. However, teaching strategies are less effective in the upper primary and secondary phases.

For development:

- Improve students' use of language by adopting more differentiated teaching strategies, and accurately define students' levels in order to accelerate their progress in all language skills.

English

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

- Most children in FS learn English as a second language. The majority of children demonstrate communication skills above curriculum standards. Consistent teaching of phonics leads to students in the upper years making better than expected progress in speaking and listening.
- Reading skills are very well developed in all phases. The teaching of reading strategies is a common feature of a large majority of lessons. The focus on reading has a positive impact on comprehension skills, and is confirmed by external and internal data.
- In all phases, students' outcomes in writing have improved. Targeted strategies ensure that a large majority now perform above age-related expectations.

For development:

- Raise the attainment of all groups of learners of English in FS and in the secondary phase.

Mathematics

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

- Attainment and progress are consistently strong in all phases. The highest attainment is in the lower primary years. The school has ensured a high level of progress and attainment by adapting externally produced high-quality mathematics resources to its own needs.
- Most students have well-developed skills in number, geometry and statistics. They can relate mathematics to practical situations. Problem-solving is strongest in the lower years. Students in upper years do not always apply their strong procedural skills flexibly to find creative solutions to problems.
- The school emphasises mathematical language, thus supporting students' language development and their understanding of mathematical concepts. The regular use of 'Times Table Rock Stars' is contributing to students' high level of number fluency.

For development:

- Enhance students' abilities to think creatively about mathematical problems, particularly at the end of the primary phase.

Science

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

- In the primary and secondary phases, most students exceed expectations in international tests. In class and in recent work, a large minority do not accurately apply conceptual understanding to real life situations.
- Children in FS understand what plants need to grow. They know the names of many sea creatures and their habitats. Children in FS2 describe change of state from ice to water. Structured development of the understanding of scientific methodology builds progressively stronger investigative skills.
- In FS, children start to explore and understand the world around them. They enquire, observe and identify patterns. Students in the early primary phase plan simple fair tests. In Year 7, they plan, evaluate and suggest how to improve complete investigations.

For development:

- Improve understanding of the concepts that underpin topics in science.

UAE Social Studies

All phases

Attainment

Very good

- Students' research, presentation and communication skills are well developed. Their use of critical thinking, problem-solving and technology is very proficient. In all phases, students' work closely follows set texts.
- By the end of Year 6, students have an appreciation of the history of the UAE and a secure understanding of traditional handicrafts. In Year 7, they understand the development of the UAE and have a good knowledge of explorers.
- The quality of teaching and learning is generally very good. In earlier years, attainment is better as students are more focused. In later years, students do not have enough background to support their understanding of the work presented in textbooks.

For development:

- Ensure that gaps in the knowledge of older students are identified and addressed.

Learning Skills

Foundation Stage

Primary

Secondary

Learning skills

Very good ↑

Very good

Very good

- Students readily engage in learning activities and clearly enjoy their learning. Learning skills begin well in FS, where children have an opportunity to make choices and to develop their own learning in class, as well as through learning outside the classroom.
- A whole-school approach identifies the characteristics of effective learners. The school is helping students to monitor their own progress. All students have regular opportunities to learn using technology. In FS, innovation and enterprise are at an early stage of development.
- The sharing of best practice is leading to a greater consistency in how learning skills are developed. However, this is less so in Islamic education and Arabic.

For development:

- Ensure that learning skills are consistently developed in Islamic education and Arabic.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students' attitudes and behaviour are exemplary throughout the school. They willingly take responsibility for their own learning. They are self-reliant, and make a significant contribution to the school and to the wider community.
- Students' relationships with their teachers and fellow students are positive and securely based on mutual respect. They demonstrate high levels of care and support for one another, and especially towards students of determination.
- Students are very aware of how to lead safe and healthy lives. Their attendance rates are consistently very high because they enjoy coming to school, and they appreciate the importance of good attendance.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good

- Students have a secure appreciation and understanding of how Islamic values influence life in the UAE. They are able to give examples from their own experiences. They involve themselves fully in Islamic celebrations in the school.
- Students have a strong understanding of Emirati culture and heritage. They are knowledgeable when talking about the transformation of the UAE over the last 50 years. They appreciate the diversity of the country.
- Students show a deep understanding of and affinity for their own home culture. They appreciate and support cultural diversity. Their understanding of a range of other world cultures is less developed.

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

- Students contribute enthusiastically to the life of the school and the wider community. They support a wide range of charities and, within the school, older students teach the younger students specific topics in science. Others offer support in mathematics.
- Students have a strong work ethic. Increasingly, they initiate activities. For example, they design and manage their own projects, being highly resourceful with their time, products, market research and business planning.
- Students have a strong appreciation of conservation and environmental issues. They are involved in a range of entrepreneurial activities in the primary and secondary phases. Enterprise and innovation skills are less developed in FS.

For development:

- Improve childrens' entrepreneurial and innovation skills in FS.
- Raise students' knowledge and awareness of a wider range of world cultures.

3. Teaching and assessment

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

- Teaching is consistently strong in all phases. Planning is thorough and carefully links tasks to students' differing needs. Activities are engaging, and regularly promote problem-solving and critical thinking.
- Teachers use resources well to develop imaginative and stimulating learning environments. Most lessons are well-paced, but some Islamic education lessons develop too slowly. Open-ended questions promote thinking. Occasionally, opportunities to extend discussion are missed.
- The personalised, professional training that teachers and teaching assistants receive is improving their understanding of how students learn. It has led to improvements, especially in the teaching of Islamic education and Arabic.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- Assessment processes are rigorous and very well aligned to the English National Curriculum. Assessment is well moderated both internally and through external benchmarking. Internal assessment in Arabic is less secure. Tracking of children's progress in FS is less systematic.
- In the primary and secondary phases, attainment is effectively monitored by online tracking systems. Tracking and students' self-assessment provide early warning of problems, and prompt effective intervention.
- Assessment information is very well used to identify areas for curriculum modification. All teachers use this information very well to plan lessons that are well tailored to meet the needs of all students.

For development:

- Improve the consistency of teaching so that the best practices in teaching are shared across the whole school
- Develop more systematic tracking of children's progress in FS.
- Improve the quality of students' self-assessment across the school by identifying next steps in learning.

4. Curriculum

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

- The curriculum has a clear rationale that ensures progression and balance across all phases. Review and research into best practice are key features of curriculum planning. Cross-curricular links are carefully planned, and incorporate students' ideas and interests.
- The curriculum is inclusive, rich and challenging. It successfully facilitates transition between phases. All key subjects are given appropriate time. Increased opportunities to develop critical thinking and the consistent use of digital technology are enhancing learning.
- The promotion of reading across the curriculum is enriching students' experience of literacy in Arabic and English. Wide-ranging extra-curricular programmes engage students in a range of activities which include creative arts, Islamic education and Arabic clubs, and physical development activities.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Very good

- Teachers plan interesting lessons in all subjects. They translate their planning into effective lessons very well. Information from assessments contributes to the effective matching of curriculum to need.
- The rich curriculum motivates almost all students. Extra-curricular opportunities provide further options for innovation, entrepreneurship and contribution to the community. Students are encouraged to contribute to sustainability goals in school, locally and globally.
- Assemblies, celebrations, and heritage champions, as well as imaginative and vibrant displays, augment lessons and encourage the understanding of the values and history of the UAE. Emirati students are encouraged to raise others' awareness of the richness and meaning of their culture.
- In FS, children study Arabic for 25 minutes per week in FS1, and for 75 minutes in FS2.

For development:

- Increase students' involvement in modifying their own curriculum and in monitoring their own progress.

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

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

- Student's safety and well-being have the highest priority throughout the school. Child protection policies are comprehensive. All staff receive appropriate training. A secure online system provides clear reporting and monitoring of any incidents.
- Health and safety and emergency management policies are updated regularly. Leaders undertake comprehensive risk assessments. The minor improvements suggested during the inspection were implemented immediately. Transport arrangements are well organised and carefully monitored. Students are well supervised at all times.
- The current school building, although relatively old, is suitably maintained. Staff carry out regular safety checks. The school's promotion of healthy lifestyles is evident from students' discussion of their healthy food choices, and explanations of the benefits of exercise.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding ↑	Outstanding ↑	Outstanding

- Exceptionally effective systems for encouraging attendance and punctuality are supplemented by students, who love their school and enjoy their learning. Relationships are exemplary. A calm and caring ethos pervades the school. Therefore, supervision is light, but effective.
- Students of determination are well identified, both formally and informally. Modifications and interventions are closely matched to the needs of almost all. Expectations for progress are high. The most able are challenged to extend their learning in class and through their extra-curricular choices.
- All staff contribute positively to the overall well-being of all students. Additional needs are handled sensitively, and trusting relationships enable students to seek and find support when needed. Students are encouraged to match their curricular choices to future aspirations.

For development:

- Maintain the current outstanding arrangements.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders at all levels are committed to inclusion, in theory and in practice The improvement plan is ambitious but achievable. Governors support the development of provision with suitable resources, including staffing.
- Almost all students of determination are identified and diagnosed accurately, through screening, tracking of progress and careful observation. Interventions are well planned. Expectations of progress are high in lessons and in specialist environments. Interventions are closely monitored and adapted when necessary.
- Parents respect and appreciate the services that their children receive. They are supported by training and informal networking organised by school leaders. An open-door policy reflects the welcoming ethos.
- Skilled and diligent planning is translated into effective learning and assessment for almost all students. Visiting professionals and well-trained and motivated teaching assistants augment high-quality teaching, and facilitate academic and emotional progress.
- Almost all students of determination make good or better progress. Teaching is systematically personalised for individuals and groups. A few young students with autistic spectrum disorders make less progress because their learning requires a more forensic and analytical approach.

For development:

- Refine the approaches to students who have the most complex needs so that teachers use more research-based and internationally recognised practice.

6. Leadership and management

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

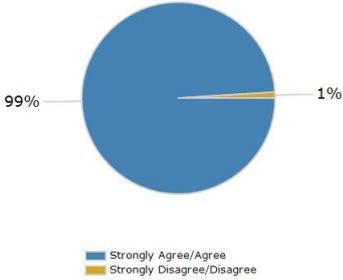
- The principal, vice-principal and senior leaders are highly effective practitioners whose passion and vision for the school are shared by all. Senior leaders are committed to the UAE national and Emirate priorities. They know the English National Curriculum well, and offer an innovative approach to curriculum development and planning. Relationships and communications are professional and effective.
- Self-evaluation is thorough and embedded in the school. Self-evaluation judgements are accurate and backed by evidence. Lesson observations are used well to identify strengths and areas for improvement. The school development plan is extensive and well focused on priorities. The school has made very good progress in addressing the recommendations from the previous report.
- The school continues to be highly successful in engaging parents as partners in their children's learning. Parents value the care and support provided by the school. They also appreciate the broad range of ways in which the school keeps them informed. The school supports a number of community initiatives. A growing number of national links enriches students personally, socially and academically.
- The governing board is widely representative, and actively promotes the school's vision and values. Governors regularly monitor the school through personal visits and detailed reports. They bring with them a wealth of expertise. Their detailed knowledge of the school and their long-term commitment to it are key to its continuing success.
- Management of day-to-day operations is well organised and acts positively on students' outcomes. Teachers are well qualified. They receive supportive personalised professional training which enhances students' learning and personal development. A wide range of resources and specialist rooms, matched to the curriculum and students' needs, supports effective teaching and learning. However, the laboratories lack the capacity to support effective delivery of some aspects of science.

For development:

- Develop the expertise of middle leaders, especially the leaders of Islamic education and Arabic, by sharing good practice in leadership.
- Improve the facilities for practical lessons in science.

Views of parents and students

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

 Students No. of responses = 0	 Parents No. of responses = 95						
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Parent Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>99%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	99%	Strongly Disagree/Disagree	1%
Response	Percentage						
Strongly Agree/Agree	99%						
Strongly Disagree/Disagree	1%						

 <p>Students</p>	<p>Not applicable</p>
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. Almost all say that their children are happy and feel safe. Most parents feel that the school provides good value for money. A significantly high proportion of parents feel that school leaders and staff listen to them and act on their views. Brief comments written by parents express their satisfaction with the school, but raise concerns about homework and preparation for the new school. The inspection team agrees with parents about happiness and safety and about the school's efforts to communicate with parents. Inspectors found that plans are well underway to move to the new school site.

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