

Name of School:
Safa Private School

Type of Report:
British Schools Overseas Report

Dates:
3 – 5 November 2015

Inspectors:

Robin Attfield-Lead
Ken Thomas
Roger Clarke

Age Group: 3 - 11

Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas (BSO). The inspection was carried out by three inspectors from CfBT Education Trust who spent three days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools in England and overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:-

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:-

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare;
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;

The BSO inspection was combined with an inspection carried out with inspectors from DSIB (Dubai Schools Inspection Bureau). The DSIB inspection evaluated the school's performance when measured against the quality indicators for schools in Dubai. The outcomes of the DSIB inspection are contained within a separate report which is available from KHDA (Knowledge and Human Development Authority) in Dubai.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

Information about the school

Safa Private School caters for pupils aged between three and 11, and is situated near the Safa Park area of Dubai. The school was established in 2004 and moved to its current premises in 2012. There are currently 795 pupils on roll, making it larger than usual for such a school. The school has a diverse population representing over 50 different nationalities; 34% of pupils are from families with a British heritage and 1% are Emirati nationals. Most pupils speak English as their first language. The school has identified 34 pupils as having some form of special educational need. The school offers the Early Years Foundation Stage for its kindergarten children and the English National Curriculum for pupils aged five and over. Pupils take standard assessment tests (SATs) at the ages of seven and 11. Teachers are well qualified and the majority have been trained in the UK and Ireland.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three CfBT Education Trust inspectors. On this combined inspection, there were also five DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 63 lessons and 36 teachers. They held meetings including those with the Principal and other school leaders, staff, pupils and parents and a group of the school governors, including shareholders. Inspectors also observed the work of the school and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and pupils and followed up on issues that were raised.

Evaluation of the school

Safa Private School provides a good education for its pupils. From the Early Years Foundation Stage to Year 6, pupils make good progress and obtain good results in the core subjects of English, mathematics and science.

In recent years, pupils have performed consistently above expected British standards in reading and writing and overall in English. In the Early Years Foundation Stage, most children achieve well and make good progress in listening, understanding and speaking and the majority acquire good letter recognition skills. By the end of the Early Years Foundation Stage, children are beginning to apply phonic skills and are blending them into three-letter words. A few more able can write their name and read simple sentences.

By the end of Key Stage 1, pupils successfully write short sentences using capital letters, full stops and verbs. Many recognise and use adjectives, connectives, adverbs and sequencing words in storytelling and writing. Spelling is good but handwriting is not always good. Most pupils read their class readers fluently and the most able read with good expression. The school has identified the need to accelerate the reading skills of younger pupils and has recently implemented a scheme which is showing promising results.

By the end of Key Stage 2, most pupils talk and listen confidently and can respond appropriately to questions from their teachers and their peers. Their reading skills are well-developed and they show an understanding of the significant ideas, themes, events and characters in both fiction and non-fiction. They read an extensive range of good quality fiction and non-fiction with confidence, accuracy and expression. They describe their favourite authors and books with enthusiasm. The generous library provision and support of librarians and teachers promote pleasure in reading. Pupils plan their writing effectively and use a number of figurative devices such as similes, metaphors and onomatopoeia to enhance the interest.

Pupils' standards and progress in mathematics are at least good throughout the school. By the end of Key Stage 2, over half of the pupils attain at least a level 5 which is a far higher proportion than the national average in the UK. Last year, 12 % of students achieved an outstanding level 6 in their end-of-year national assessments. In SATs at the end of Year 2, 85% of pupils achieved a level 2b or above.

Throughout the school, pupils make good progress which is especially marked in upper Key Stage 2 classes. Within the Early Years Foundation Stage, children are introduced to mathematical concepts and can soon count confidently to 20 and know their basic shapes. They can measure using standard and unconventional units and know whether a giant's hand has more beans in it than they can hold in their hand. By the end of Key Stage 1, pupils are secure in their number bonds and are beginning to multiply in different ways. They can complete simple problems and begin to use mathematical language appropriately. By the end of Key Stage 2, pupils are confident in all aspects of mathematics and enjoy problem solving. They can convert from fractions to decimals and develop and analyse data. They respond well to challenges and work well in teams. A particular strength is their ability to use mathematical language and explain and evaluate the processes they are using. Pupils with special educational needs make good progress throughout the school as a result of the way teachers plan their work and the support they receive. Pupils of exceptional ability are challenged well and make very good progress in many classes.

Pupils' standards and progress in science are good. In the Early Years Foundation Stage, most children know that plants need sunlight and water to grow, use magnifying glasses to observe and are in the early stages of using drawings to record the life cycle of growth. By the time they enter Year 1, children are increasingly able to label their observations and make lists.

By the end of Year 2, pupils make good progress in the basic skills of scientific enquiry. Most reach the standards expected of pupils of the same age in England; a few exceed them. Most can formulate simple research questions, describe their observations and use appropriate scientific vocabulary when recording experiments.

They are able to sort materials into groups and describe how some materials are changed by heating or cooling or by processes such as bending or stretching. They make good progress because they listen carefully and work well in collaboration with others.

Good progress continues as work is matched well to pupils' needs. In a Year 5 lesson, for example, pupils made rapid progress in understanding that solids, liquids and gases possess characteristic properties of their own. At the end of Year 6 in 2014, virtually all pupils reached the expected national standards and a large majority exceeded them. Current school assessment information and inspection evidence show that these standards are being maintained.

In Year 6, most pupils are able to explain the key factors in a fair test investigation. They make series of observations or measurements with accuracy and are increasingly able to record their findings systematically. They present their findings in a variety of forms, including graphs and diagrams, draw conclusions from evidence and make good progress in the use of scientific vocabulary and conventions. Pupils demonstrate a high level of self-confidence in expressing their ideas and are prepared fully to ask questions to clarify their understanding.

Pupils make good progress in their learning skills in most areas of the curriculum and benefit from the opportunities they enjoy in art, music, physical education and information and communication technology, for example, where standards are also above average. Attainment and progress are satisfactory in Islamic Studies and in Arabic.

The curriculum is good throughout the school, including for children in the Early Years Foundation Stage. It is based on the English system and is broad and balanced. The most able pupils are mostly challenged sufficiently and there is acceptable and mostly good adaptation for those pupils who have special educational needs in the core subjects. The curriculum is enhanced by a broad range of extra-curricular activities and visits beyond the school.

The quality of teaching and learning is good across the school. Relationships between staff and pupils are excellent and teachers plan well and work hard. Learning time is valued and fully utilised. Teachers know their pupils well. They ensure a variety of activity in each lesson and enthuse their pupils who learn well as a result of the high level of engagement they show in lessons.

Pupils' behaviour is excellent throughout the school and provision for pupils' social, moral, spiritual and cultural development is outstanding. Pupils learn right from wrong and behave in a very supportive way to each other. They take interest and pride in understanding difference and benefit from an international education that has Britishness as a core component, although there is currently insufficient attention to teaching about British institutions and way of life.

The welfare, health and safety of all pupils are given the highest priority and provision is outstanding. Pupils are well supervised at all times and the school has a number of policies that support health. Teachers know pupils well and there is immediate follow-up at times of absence.

There is a newly constituted senior leadership team with an experienced newly appointed headteacher. It works closely with the board to lead a school that is caring and has high standards of teaching and learning. There are currently no subject leaders which impacts on curriculum organisation and planning. The new leadership team understands the school well and has carried out extensive and accurate self-evaluation. The work of board members is focused and, along with that of the leadership team has the potential to raise standards in the school further from an already strong position.

As a result of this inspection, undertaken during November 2014, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The quality of education provided by the school is good. The curriculum is good throughout the school with some outstanding features. The English National Curriculum is followed and includes French for all pupils in Years 3 to 6. The breadth and balance of the curriculum allows pupils to make good progress in all subjects and helps to reinforce the Britishness of the school.

The Early Years Foundation Stage curriculum is broad and balanced. It has clear content and skills' development across key subjects. The curriculum provides adequately for the development of scientific enquiry skills. Opportunities for problem solving are good in upper Key Stage 2. School leaders have identified a need to focus more systematically on basic encoding skills in Key Stage 1 and on the development of reading and writing skills for younger pupils.

The curriculum meets the needs of the range of abilities well and is in line with the school's aim of encouraging and guiding all pupils to reach their full potential. It prepares pupils well for their secondary education. There is very thorough planning by teachers, which changes to accommodate the needs of pupils in each year group and is not just recycled from year to year. This planning is carefully scrutinised by members of the senior leadership team to ensure consistency and that the planning and curriculum fulfil the school aims. Ability groups in mathematics and English in Key Stage 2 help to provide the necessary challenge for the pupils and the school is intending to improve further the challenge for the most able. Good deployment of teaching assistants throughout the school also helps those pupils who need extra support or who have any learning needs. They are further supported by a recently increased number of learning enhancement specialists.

Teachers' use of information and communication technology is good but there was little opportunity to see pupils applying technology skills to aid their learning, despite the recent investment in new computer tablets. Pupils' creativity was well-displayed in music, where many Year 4 pupils understood the pentatonic scale and composed with enthusiasm and skill. Art is also available for all year groups and good teaching in one physical education lesson suggested the availability of a sound and structured provision for physical development.

There is a wide variety of extra-curricular opportunities both at lunchtime and after school. Pupils spoke with enthusiasm about the opportunities to be in clubs and their popularity. There are up to 40 different clubs to choose from. Trips out of school also broaden pupils' horizons. There is insufficient attention within personal, social and health education to British institutions and ways of life and no prominence is given to the British flag or anthem. However, there are many celebrations of British events. The school choir of 60 pupils will, for instance, sing at the Poppy Ball, taking them outside school to help raise funds for the Royal British Legion. The pupils, in rehearsal, were aware of the significance and poignancy of this event. Some pupils mentioned that their golden moments at school had been on residential trips or in competitive sports fixtures against other schools. Visitors into school enhance further the opportunities for pupils to develop their understanding and appreciation of their world outside the classroom.

Drama plays an important part in many pupils' lives. The performances of Shakespeare and the annual pantomime generate much enthusiasm and pupils from Year 3 onwards have the chance to perform in the school's theatre.

The quality of teaching and assessment are good. Pupils make good progress because most teachers use their secure subject knowledge to plan lessons that are interesting and engaging. As a result, the large majority of pupils achieve above average standards in English National Curriculum subjects.

Teachers in the Early Years Foundation Stage have a good knowledge of how young children learn best. Good use is made of both the indoor and outdoor learning environments to provide a range of stimulating activities. Open and trusting relationships between adults and children encourage questioning and discussion. Systematic observations and recording of children's progress guide planning and children's next steps in learning.

In most lessons, pupils know exactly what they are expected to learn because teachers make the learning objectives clear at the outset. In these lessons, teachers make good use of their knowledge of pupils' abilities to set work that is motivating, encouraging and challenging. A common feature is the effective use of partner and small-group discussion through which pupils share their thoughts and ideas. These strategies place responsibility on the pupils themselves to think critically and seek

their own answers. This was seen in a Year 4 science lesson, for example, where pupils made rapid progress in understanding how to formulate research questions and how to design and experiment. Evidence of challenge is seen in the majority of lessons through questioning that encourages pupils to think more deeply. This was seen in an English lesson for Year 3 pupils, for example, where good progress was made in the use of language to convey feelings and emotion. In a few lessons, however, too much questioning is directed at obtaining a desired answer rather than checking understanding or reinforcing learning.

Lessons are orderly and productive because class management is very effective. Little learning time is lost because pupils behave exceptionally well and respond quickly to the requests of teachers. Almost all pupils display very positive attitudes to learning. They are enthusiastic learners who are confident in sharing and improving their work. Teachers make good use of the resources and facilities available to them. These include the use of videos to stimulate interest and illustrate key learning points. Most pupils are competent in the use of technology to support their learning.

Teachers' assessments of pupils' progress towards challenging targets are systematic and accurate. They are carried out regularly and moderated across year groups. Senior staff and teachers use these assessments to check pupils' progress and identify any underperformance. Appropriate action, in the form of additional individual support or adjusted teaching, is then taken to tackle any weaknesses. Good use is also made of assessment information as a management tool to check the effectiveness of teaching and identify where further training is required to develop teachers' skills. Analyses of assessment information are also used to review and modify the curriculum. This has led, for example, to the introduction of a structured programme to develop pupils' comprehension skills. Teachers' marking of pupils' work is regular and most provides guidance on how the work can be improved. However, there is inconsistency in the extent to which teachers check spelling and grammatical errors or require corrections to be made.

Standard 2. The spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding. The pupils' strong moral sense is clearly demonstrated in their behaviour towards adults and each other. The 'golden rules' of the school are displayed clearly throughout the school and in every classroom. They are well understood and adopted by pupils. All pupils are positive and enthusiastic learners with high levels of attendance and punctuality and a willingness to participate in lessons and the broader range of school activities. They are kind and considerate and take pride in the way pupils of all nationalities get along together. Pupils are proud of the school and their achievements and relish the adult praise received through awards, the weekly newsletter or the display of their work which bolsters their self-esteem. The house system, a feature of many British schools, encourages competition and a sense of

corporate identity. Weekly themed assemblies also develop pupils' moral and social awareness and sense of responsibility.

Children have many opportunities to lead and contribute. For example recent members of the 'Tech club' are appointed to help other pupils in information and communication technology. There are prefects, house captains and librarians and 'friendship benches', where older pupils help younger ones. For the past three years, pupils in Year 6 have run a business together and learned to produce a business plan, which resulted in raising money for the school. The school council is active on a weekly basis and representatives from every year group are invited to make suggestions about improving school life. There are no formal minutes which hinders the involvement of representatives to feed back and for all pupils to be informed fully.

Pupils' personal development is taught through the programme of personal, social and health education that enhances the outstanding moral and social dimension of the school. In addition, pupils learn about the local environment and culture in Dubai, Britain and other countries in the world. Circle time is a regular feature at the start of the school day and, in a Year 4 class, pupils were asked to consider, for example, what it is to be a good friend. Pupils listened respectfully to each other and their answers showed a depth of understanding of the topic and a belief in the rightness of what they were all saying.

The school is organised and structured along the lines of a British school. Teaching and assessment methods are British in character and the complete adoption of the English National Curriculum means that pupils are able to integrate easily back into the British education system. The school celebrates special British days like Remembrance Day and supports British charities. Through topics, especially relating to British history, pupils learn about life in different circumstances such as in the current Year 6 work on the Second World War, enhancing their cultural awareness.

Standard 3. The welfare, health and safety of the pupils

Arrangements to ensure the welfare, health and safety of pupils and staff are outstanding. The school has a range of policies to ensure that all staff are aware of their responsibilities so that pupils enjoy learning in a safe and orderly environment. The ethos of the school to provide the best for all of its pupils ensures that this aspect is given close attention.

All policies and procedures to ensure the health, safety and welfare of pupils are fully in place and comply with regulations. Staff have clearly defined roles. Suitable training has been provided for all staff in child protection. The school nurse plays a central role not only in responding to health issues and accidents but playing a key role in ensuring child protection. She ensures that medicines are stored and

administered correctly. She keeps appropriate records and maintains close liaison with homes, including if a pupil is absent from school without a reason. The school has a spacious medical room that is suitably equipped. Accidents are recorded and analysed as, for example, when providing an alternative climbing frame for younger pupils and ensuring that climbing frames are used only under supervision. Security guards ensure that there are checks on those who enter and exit from the building. Arrangements for the arrival and departure of pupils are well supervised with good co-operation from parents. Prefects play a valuable role in supporting the escorts in the safe movement of younger pupils from buses into the school.

Safeguarding arrangements for staff appointments meet the expectations in the United Kingdom and are carried out in accordance with local law. Suitable checks are made for those with responsibilities for governance and visitors to the school.

The school has effective policies for behaviour and to discourage bullying. Throughout the school, pupils are encouraged to take responsibility for their actions and to think about their role as a friend to others. Housepoints, teacher praise and headteacher awards all serve to reinforce positive behaviour. Staff supervise pupils well and relationships between staff and pupils are friendly and respectful. Pupils are protected adequately from the sun and staff undertake risk assessments when taking pupils out of school. Pupils are confident, courteous and respectful thus contributing to an ethos of responsibility, enjoyment and safety.

Healthy living is promoted throughout the school so that pupils bring healthy food in their lunchbox and these are checked at times. The school, with parental support, has recently started to pursue accreditation towards healthy school status.

Standard 4. The suitability of the proprietor and staff

This standard is met. The school ensures that all the required checks are in place for staff and governors. Scrutiny of records confirms that staff have the right to work in Dubai and that they are suitable to work with children. There are currently no regular volunteers in school but previous volunteers have been subject to safety checks.

Standard 5. The premises and accommodation

The accommodation in the school is outstanding and its excellent use makes a strong contribution to pupils' learning and progress. The school has been housed in new, modern and spacious accommodation for the last two years. Classrooms are clean, bright, spacious and attractive and enlivened by high quality displays. All classrooms have interactive whiteboards and a whiteboard on which pupils and

teachers can write. Furniture is modern and age appropriate and there is plenty of space to move around within classrooms.

Early Years Foundation Stage provision is of high quality and is enhanced by an outstanding outdoor learning area.

Provision across the school is enhanced by specialist facilities including two computer laboratories, an extensive and well-equipped library, a hall, a 20 metre swimming pool, a learner pool and artificial turf. A number of additional learning or recreational areas are sited throughout the school. There is a well-resourced music room but there is no specialist area for art and the single science laboratory is currently out of commission. There are adequate bathroom and toilet areas.

Outdoor play areas are of sufficient space and the split break ensures that pupils of all ages have access to play areas in a suitably supervised and uncrowded manner.

Regular fire checks are carried out and senior staff and others regularly walk the site to ensure that safety issues are given ongoing attention. Minor issues identified by inspectors were already targeted for school action. Pupils take pride in the site and there is an eco-council championing sustainability; recycling bins for paper are in evidence. The school is well maintained and is very clean.

The school corridors are lively places with attractive displays. Parents of kindergarten children are kept informed, for example, about the learning outcomes of the Early Years Foundation Stage curriculum through such displays.

Standard 6. The provision of information for parents, carers and others

Provision of information for parents, carers and others is outstanding. The school's governors have carried out questionnaires to establish parental views about communication and have made a number of positive changes in the last 18 months.

A small minority of parents raised concerns about the provision of information from the school. Their dissatisfaction appears to have arisen from growth in the school and the resultant need for more systematic approaches to working with parents, the move to a paperless approach and the arrival of a new headteacher. Inspectors found that the school offers a wide range of information of high quality in relation to school events, what the pupils are learning and their progress. Half-yearly reports are of high quality and the use of home-school diaries provides valuable opportunities to share information between home and school which is especially valuable for younger pupils.

In the Early Years Foundation Stage, there is extensive involvement of parents. They are invited in to see learning that has taken place. Staff collate information on computer tablets which are shared with parents and which build into the children's profile of learning.

Parents welcome strongly the detailed weekly newsletter, the communicator and the recent event explaining the curriculum and the school's approaches to developing teaching and learning. All parents appreciate the accessibility of senior leaders and their willingness to listen to parents' views as, for example, in the timing of homework. There is a web portal for parents which provides them with access to information about their child's progress, through a personal log-in. The school's website provides a wealth of information about the school and its policies and is navigated easily.

Parents have high levels of confidence in the school as a safe environment in which their children are happy, secure and learn well.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements in terms of handling complaints. The school has recently revised its policy. The complaints' procedures are now clear and are available on the school's website. The value of resolving matters informally is stressed and there is a clear, staged approach to the complaints' procedure with suitable timelines. Records indicate that complaints' procedures are used rarely and parents confirmed that the headteacher is readily available and will listen to issues and seek to resolve matters to mutual satisfaction without recourse to formal procedures.

Standard 8. The quality of provision for boarding

The school has no boarding provision.

Standard 9. Leadership and management of the school

Leadership and management of the school are good. The school has a new senior leadership team including an experienced, newly appointed headteacher. The school has a clear vision around achievement for all pupils and the leadership team has galvanised a series of actions to make improvements. A new and ambitious development plan has been created, based on evaluation of the school's performance.

The new leadership team has high visibility around the school with staff, pupils and parents and a number of popular initiatives have been introduced such as to improve punctuality and attendance, for example. Pupils are proud to receive headteacher awards. There is a high focus on ensuring high quality teaching and tracking of pupil progress and ensuring that the needs of each pupil are met and that each is learning to his or her full potential. Close attention is paid to ensuring the promotion of equal opportunities for all.

Leaders understand well the school's strengths and areas for improvement and have set out plans to address these. For the most part, these are carefully constructed and implemented and, in the case of reading acceleration, for example, are showing early signs of promising progress. As the core subjects are all subject to interventions for improvement, care will need to be taken that this is coordinated sufficiently well and prioritised at the classroom level so that individual teachers responsible for delivery do not become overloaded.

The year co-ordinators play a valuable role in supporting their colleagues and in tracking pupils' progress and ensuring that their needs are met. There are currently no subject co-ordinators and this is a major omission for the core subjects of the curriculum. While there are many interesting developments in terms of curriculum and resourcing, there is a need to ensure that there is progression and continuity in the subject curriculum, especially at a time when the National Curriculum is subject to major revision with a move away from levelling. Currently, self-evaluation is highly dependent on the senior leadership team.

School policies are reviewed regularly and help ensure that the school meets all of its statutory requirements for the safe and purposeful education of its pupils. The provision for pupils with special educational needs is managed directly by the headteacher and plans to improve on existing practice are well considered.

The school's leadership is supported well by the school board. Collectively, the members provide a wide range of expertise from the worlds of business and education. Teachers are appointed to the board and are joined by parents who are interviewed by board members following elections in school.

Staff are well qualified, carefully recruited and enjoy high-quality support and training to build on their strengths and address any weaknesses. Most are trained in Britain and Ireland and have an excellent grasp of the UK curriculum. Their subject knowledge and teaching styles enable them to prepare pupils well to enter or re-enter the UK education system.

Compliance with regulatory requirements

Safa Private School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

1. Develop a whole-school approach to the teaching of core subjects through the appointment of whole-school subject coordinators.
2. Develop the curriculum for personal, social and health education to include more detailed reference to British institutions and way of life.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

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Leadership and management

Overall effectiveness of leadership and management		√		
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School details

Name of school	Safa Private School Primary and Early Years
Date school opened	2004
Age range of pupils	3-11
Gender of pupils	Male and female
Number on roll (full-time pupils)	795
Number on roll (part-time pupils)	0
Annual fees (day pupils)	From 24737 AED in Foundation Stage 1 to 36055 AED in Year 6
Address of school	Meydan Street Safa Park Dubai
Telephone number	04 388 4300
Email address	reception@safaschooldubai.com
Headteacher	Mrs Maureen Chapman
Proprietor	Mr Louay Khatib Mr Sameer Merchant

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by CfBT

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

CfBT Education Trust – CfBT is one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in CfBT Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner CfBT Education Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide CfBT Education Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. CfBT staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

CfBT has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

CfBT first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services. CfBT Education Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the office for Standards in Education, Children's Services and Skills (Ofsted). CfBT is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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