



**British School
Overseas**

Inspected by Penta International

Inspection report

**Dove Green Private
School**

Dubai

United Arab Emirates

Date
Inspection number

**14-16th November 2022
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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers, and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social, and cultural development of pupils; their welfare, health, and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 50 lesson observations took place. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the board of governors, staff, parents, and pupils. The inspection took place over three days. The lead inspector was Nicola Walsh. The team members were Haris Dedousis and Helen Searle.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school provides well for the pupils in its care including those with special educational needs who are included effectively in the life of the school. Pupils behave well. They have good attitudes to one another, and are patient, attentive learners. Standards of achievement in English and maths are above expected standards for most pupils at the end of key stage 2, due to a strong focus on these subjects from an early age. Teachers plan structured lessons with a clear learning focus that meet age related expectations.

3.1 What the school does well

There are many strengths at the school, including:

- the inclusion of pupils with significant needs, in the life of the school
- a strong sense of community, where relationships across the school are based upon trust
- the respectful behaviour of pupils
- a high focus on pupils' welfare
- standards of attainment in English and maths in primary

3.2 Points for improvement

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

1. Improve pupils' attendance at school
2. Enable pupils to become independent, resourceful, and inspired learners
3. Strategic planning to be clearly focussed on the schools' priorities, evidence based and shared with all stakeholders

4. The context of the school

Full name of School	Dove Green Private School				
Address	Dubai Investment Park 1, Dubai				
Telephone Number/s	+971-488-37474				
Website Address	www.dovegreenschool.com				
Key Email Address	info@dovegreenschool.com				
Headteacher/Principal	Patrick Affley				
Chair of board/Proprietor	Benjamin Vanopbroeke				
Age Range	3-13 years				
Total number of pupils	619	Boys	320	Girls	299
Numbers by age	0-2 years	0	12-16 years	33	
	3-5 years	197	17-18 years	0	
	6-11 years	389	18+ years	0	
Total number of part-time children	0				

Dove Green Private School was established in 2014 as a primary school in a developing residential area of Dubai Investment Park.

The school's British principal founded the school as a primary school. In 2020, the school expanded to offer secondary schooling. Currently key stage 3 pupils are accommodated in the existing buildings designed for use as a primary school. The school is operating at capacity. A new large secondary building, adjacent to the primary accommodation, is being constructed and plans to be in use for pupils by May 2023.

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Pupils' nationalities are mixed. The largest groups are 17% British, 11% Indian and 21% from European backgrounds. 28% of pupils originate from nationalities where English is spoken fluently such as Britain, South Africa, America, Canada, and Australia.

The recently appointed head of secondary and head of primary support the current principal and vice principal to lead the school as it expands into an all through school. Teaching staff are British and have qualifications and experience of teaching the English national curriculum. The school has an active board of governors who act as a critical friend to the school's principal. The school's owner has a representative on the board and oversees the strategic development of the school.

4.1 British nature of the school

- The school delivers the English National Curriculum (ENC) and the Early Years Foundation Stage (EYFS) adapted to meet local requirements
- The school's leadership team are British
- The school has a large majority of teachers with UK qualifications and experience of teaching in English national curriculum schools
- A board of governors supports the school in its strategic direction
- The academic calendar replicates that of a British school
- The school is organised into Key Stages and year groups
- The school's assessments are UK sourced
- The school promotes British values through the school's curriculum, ethos, displays and events
- The school is well resourced in materials that are in use in English curriculum schools
- The school has a uniform policy, like many English schools
- The school's rewards system reflects those used in English schools.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided meets the standards and is good.

5.1 Curriculum

The quality of the curriculum is good.

A written policy on the curriculum is supported by appropriate plans and schemes of work. The school delivers the English national curriculum (ENC) and early years foundation stage (EYFS) adapted to meet the requirements of the ministry of education.

Across the school subjects are timetabled as separate subjects. Specialist teachers deliver Arabic, Islamic and social studies, French, music, PE, and swimming.

Lessons are timetabled in the primary section for less than 28 hours per week. This includes daily lunch and break times and a weekly assembly. Pupils arrive from 7.40am, lessons start at 8.00am and finish at 2.30pm. Friday lessons finish at lunchtime. Further consideration could be given to the use of time allocated to teaching, particularly at the start and end of the school day.

The breadth of the curriculum is limited to core subjects, ministry requirements and those delivered by specialists. In primary classes the subjects' history, geography, art, design and technology are combined into one weekly lesson. This restricts pupils' depth of understanding in these subjects. Further, there was a strong focus on teaching grammar skills in timetabled English lessons. This was observed in lessons and in pupils' notebooks. English reading and spelling lessons are timetabled 4 times a week for all primary pupils in addition to English language lessons.

In KS3 the numbers of pupils on roll are very low and as a result the school's leaders have had to consider carefully the subjects offered. Science is delivered as a single subject, with no current options to study the separate sciences. Specialist teachers may teach more than one subject. Pupils commented that equipment to support the programmes of study were lacking in some of the STEM subjects, namely science and design and technology.

Published schemes are used to ensure progression in phonics, reading, writing, maths, and science. Phonics teaching is well embedded across the curriculum in EYFS and KS1 and delivered in streamed groups with the support of teaching assistants.

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Younger pupils are heard to read regularly in school by teaching assistants 1:1, and there is an expectation that parents hear pupils read at home. A library supports reading with books in English and Arabic and has a large quantity of reading scheme books. Pupils in primary school are encouraged to use the library weekly and share books at home with parents.

The school follows the Dubai moral, social and cultural studies curriculum. The school splits this into social studies and moral education which supports the delivery of a personal, social, health and emotional (PSHE) curriculum. In the EYFS and year 1 the school has designed their own curriculum for PHSE based upon the EYFS learning goals in personal, social, and emotional development. Weekly assemblies for primary pupils deliver PHSE themes.

Computing is taught from Year 2 upwards as a separate subject. The school operates a bring your own device system and iPads are available for pupils who do not bring a device from home. Limited opportunities were observed where technology was used in other subject areas, other than the use of iPads. These are used mainly in maths in the secondary department in place of a text book.

The school is inclusive and caters for pupils who are unable to access the curriculum. Pupils with specific needs are identified early and are supported in class through quality first teaching. Where pupils have an external diagnosis a shadow teacher is in place. This enables the pupil to access the curriculum at their level and is detailed on an individual education plan. Through carefully considered intervention strategies pupils with significant special educational needs were supported very effectively. Pupils were observed joining lessons to access learning at appropriate times supported by a shadow teacher. A few pupils join the school with limited fluency in English language. These pupils follow a published EAL curriculum.

Gifted students are identified as achieving above a standardised score of 121 in cognitive ability testing. Subject specialist teachers identify pupils where the talent is above that expected for their age, such as in music or sport. Provision is beginning to be made for this group of pupils within the existing curriculum and through extra-curricular activities.

Parents are expected to support their children with learning at home. A home learning and expectations policy details their involvement. From starting school to the end of primary, parents are expected to support their child with 20 minutes daily reading and 10 minutes of mental maths. An online app links parents with the class teacher in EYFS. Pupils talked about reading at home and learning multiplication tables. Secondary pupils and parents were less clear as to the amount and frequency of homework expected by year group or subject.

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The school provides a broad range of extra-curricular activities for primary pupils. Such as library club, Lego, reading and storytelling, yoga, and sign language. Almost half the pupils on roll take up the offer of joining a club although a few clubs are restricted to selection only, such as sports clubs. This is to enable the teams to train competitively. Older pupils may also join a school choir or school bands. Clubs led by external providers such as judo, Elite football and Fly High gym increase the choice and broaden pupils' development. Pupils enjoy off site trips, and recently visited Expo.

The transition between the EYFS and KS1 is well developed with a continued focus on continuous provision in Year 1. The transition between different key stages is smooth. Teachers and other adults know pupils across the school. This familiarity enables pupils to settle quickly into new classes at points of transition. However, pupils in key stage 3 stated that they missed the opportunities to join in with primary events. Key stage 3 classrooms are situated separately on a second floor, in temporary accommodation. As the school expands into its new accommodation the transition between key stage 2 and 3, and a through school approach, may need to be considered carefully.

5.2 Teaching and assessment

The quality of teaching and assessment is good.

The style of teaching and assessment equips pupils with the necessary skills to enter the UK educational system at the appropriate level. Teachers have appropriate subject knowledge and plan highly structured lessons. For pupils with very specific learning needs, teaching is effectively adapted to meet their needs.

In the early years foundation stage teachers promoted a calm, caring atmosphere in the classrooms, such that children were comfortable and learning through play was evident. In FS1 the children recalled confidently to their class group what they had done at the weekend. They talked competently, presenting photographs they had brought into school from home. Teachers planned activities that were either teacher-led, or child initiated through continuous provision. In the best lessons observed, teachers worked with small groups of children and the learning assistant monitored free flow between indoor and outdoor areas. A wide range of activities enabled pupils to engage across all areas of learning in the EYFS. Displayed questions prompted deeper thinking but it was not clear how well pupils interacted with these. In a few classes teachers missed opportunities to use real objects to stimulate children's interests. In these there was a heavy reliance on PowerPoints to engage pupils, where real objects could have provided greater stimulation.

Phonics teaching was delivered to different groups of ability in EYFS and year 1. In the lessons observed children's writing and level of phonic understanding was above the expected level.

In year 1 teachers planned a balance between continuous provision and teacher led group work. This enabled pupils to be independent and solve problems, particularly the junk modelling, creative tables and making an undersea map. Many pupils in year 1 were able to write about their trip to the aquarium using sequential language.

In year 2 lessons were teacher led, with less opportunities for group work or pupils learning through investigation. A formal timetabled approach restricted teachers' opportunities to extend learning when pupils were engaged with the topic or required more time to embed concepts. In English grammar, and science the use of PowerPoints structured the teaching but limited pupils' enjoyment, or engagement with the topic. Pupils were well behaved in all lessons, but more creative planning of practical tasks could have developed a greater enthusiasm for learning.

In key stage 2 teachers strictly follow the timetable. Lessons use time well and clear learning intentions are shared, so that pupils know what they are learning to do. Pupils know their targets through a must, should, could approach. In the best lessons

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planned tasks are different and closely matched to pupils' abilities. This was most evident in a year 4 maths lesson where pupils worked at different tasks on fractions. The teacher explained a method to a group of pupils using a visual representation of the problem and continually checked on the understanding of pupils. Targeted questioning and use of the whiteboard 'show me' method enabled the teacher to quickly assess when pupils understood, and these pupils moved on quickly to work independently of the teacher.

English teaching was mainly teacher led and delivered to the whole class; this approach was most successful with older pupils. In most lessons observed, teachers planned tasks that relied heavily on delivery using a PowerPoint presentation. This lacked opportunities for pupils to talk about what they were going to write and there were very limited links to enjoyment of literature. Overall, there was a focus on teaching grammar skills, and lack of creativity. In a few lessons in upper key stage 2 teachers created sample letters to inspire pupils to write a letter to King Malcolm. In these lessons pupils were engaged and enjoyed the writing task.

In the best lessons the pace and the appropriate use of resources allowed pupils to make rapid progress. For example, in an upper KS2 science lesson, the pupils were asked to formulate a hypothesis, complete an experiment, and then explain their findings. The teacher also made very effective use of think/pair/share method and provided a challenge for more able pupils.

Overall, teaching lacked consistency in secondary. English teaching is pacy and makes effective use of assessment for learning, so that all pupils make progress. In a computer science lesson teaching provided the opportunity for pupils to experiment, and work independently. Pupils were asked to work on a simulation, and later advanced to more complex circuits. In a KS3 music lesson the teacher's excellent subject knowledge and enthusiasm for the subject motivated pupils to work independently and meet the intended learning outcomes. Where teaching was less good, teacher talk dominated, and pupils were not given sufficient opportunities to explore concepts independently.

Assessment systems are in place across the school and are beginning to impact on lesson planning. Data is used to identify pupils for extra support and beginning to inform senior leaders of the strengths and areas to develop.

In EYFS children are now assessed against the EYFS development matters framework. Data is recorded using an online app. However, this is new to the school and has not yet had time to be embedded well into teachers' practice. There is not yet sufficient reliable data against the early years' framework, to inform strategic planning. Teachers in the foundation stage are now moderating their judgements regularly to

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ensure accuracy and consistency and to use the information gathered in their planning.

In year 1 formative assessment techniques are used well. Teachers assess children every time they are in a teacher focus group. Where pupils have not met the taught objective, activities are put in the continuous provision for the following session. This regular use of formative assessment in year 1 is impacting directly onto pupils' progress.

Throughout primary summative testing is in place at the end of the year in reading, writing and maths. Pupils complete progress tests in English and maths from year 2, a pupil attitude survey from year 3, a cognitive ability test from year 4. In year 2 pupils complete the UK year 1 phonics screening standardised test, although the benefit of this a year late is not clear. The analysis of reliable assessment data over time is developing in the primary school.

Tracking systems have been implemented this year and pupils are being assessed according to the published schemes of work for reading and phonics, maths, science, spelling, punctuation, and grammar. Termly pupil progress meetings are being reviewed and re-established, so that there is a greater focus on pupils' progress and the use of data.

A recently introduced data tracking system in KS3 identifies pupils' level of attainment and progress. Appropriate interventions are then in place to close the identified gaps. At the beginning of this academic year, KS3 teachers delivered interventions for the first two weeks to ensure all pupils were at the level required before the unit of study. As the secondary school is still very small, individuals are known very well, and the objectives of the interventions are accurate. As the school grows the development of a target setting policy, together with use of attainment grade descriptors will make the process more effective, reliable, and impactful.

Pupils' books were marked in primary in line with the schools marking and feedback policy. This was not applied consistently across KS3. Examples of the best marking made clear to the pupils which success criteria they had met and offered suggestions for improvement. Marking was most thorough in upper KS2 with marking in KS3 offering less support to pupils.

5.3 Standards achieved by pupils

The standards achieved by pupils are good.

Pupils behave well in and around school. They are courteous and respectful of one another, and other adults. In lessons pupils listen attentively, and low-level disruption of learning is rare. When teaching is inspiring pupils are highly attentive and fully engaged.

Most pupils enter school with good levels of English and can talk fluently and confidently. In the youngest classes pupils were seen interacting, taking turns, and behaving at an age expected level. They had good levels of personal, social, and emotional development in the activities observed. Where pupils of determination with special educational needs are working at levels below those expected of their age, they are making good progress.

Pupils in key stage 1 read well. They read fluently and enjoy reading scheme books that are age appropriate or above. Pupils worked at a level in line with age related expectations in maths and in a few cases above the level. Pupils talked about knowing their (multiplication) tables and this helped them with the maths. Pupils at the end of key stage 2 write well and employ grammar skills taught lower down the school. Standards in pupils' workbooks in primary indicate a good level of presentation and pupils are working at or above age-related expectations in the books observed.

Pupils' achievement in standardised tests indicate that pupils at the end of key stage 2 are attaining above UK levels in English reading, writing and maths. Standardised assessments last academic year indicate that students in KS3 made progress in English, mathematics and science and their attainment levels are in line with what would be expected for their age. The most recent attitude survey in KS3 indicates that pupils' attitude to self and school is positive. They are willing to learn and are proud of their work.

Pupils' attendance overall is lower than expected standards in UK schools. The school attributes this to the pandemic and parents unwilling to return children to school promptly after an illness. A few pupils also arrive late to school and this impacts on learning in the classes for all pupils.

6. *Standard 2* Spiritual, moral, social, and cultural development of pupils

The provision for pupils' spiritual, moral, social, and cultural development is good.

Pupils have good attitudes towards school. A positive behaviour policy and individual plans for pupils who misbehave ensures, where there are incidents of misbehaviour they are dealt with promptly. A positive behaviour reward system through an educational online platform, is used in primary and reinforces right actions from wrong actions. Good behaviours are shared promptly with parents.

Assemblies and individual events such as Ramadan, Eid, Diwali, Chinese New Year, winter festivals, Christmas around the world, and UAE national day flag day are all celebrated in assemblies and through the curriculum.

British values are embedded within established classroom routines and as part of timetabled events. In FS2 children vote for the story to be shared at the end of the day. The school's values are on school's documents and displayed prominently in the reception area.

Themes on significant social issues are shared throughout the year and discussed with pupils at an age-appropriate level. These include world dyslexia awareness week, world kindness day, black history month, international week. These are primarily supported through assemblies and special days. Extra-curricular clubs, mindfulness and yoga provide pupils with time to reflect. Prayer rooms are provided for Muslim pupils and staff.

The school has recently re-established the house system, due to the increasing number on roll. There are now four houses, renamed and re-established from the previous three. Previously the house system was limited to sporting achievements. This year a house celebration day has taken place, and planned events in the future include a house bake off and Spelling Bee competition. As the house system has only recently been re-established there was very limited evidence of its impact on pupils' personal development. A few pupils were unsure of which house they belonged to when asked.

A student council has been established this year. Pupils were selected by teachers to be on the school council. An eco-healthy school committee and healthy living champions have been recently re-established. Pupils interviewed were unable to talk about the work of the school council, eco warriors or healthy living champions. Pupils are democratically elected to positions of responsibility, such as house captains and head girl and head boy, sports team captains and the school librarian.

Pupils who are selected for the sports teams are actively involved in sporting competitions with other schools in a Dubai league. As the school is growing into a larger school there will be increased opportunities for the school to compete. Facilities such as the size of the school's

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swimming pool currently restrict training for events so that pupils' opportunities to compete in swimming events are limited. Pupils commented on the fact that most interschool competitions were of a sporting nature, and they would welcome opportunities to compete in a wider range of competitions and events.

Pupils have opportunities to support people who are less fortunate than themselves through charitable donations during Ramadan and outreach programmes. Pupils give presents to workers in school annually. Year 4 pupils visited an animal shelter and learnt about animals' welfare.

7. *Standard 3*

The welfare, health, and safety of the pupils

The provision for welfare, health and safety of the pupils is good.

The school has required policies in place such as health and safety, first aid, digital and child protection policy. These are effectively implemented. Parents feel very strongly that the school is safe, indicated by the outcome of a recent parent survey. Parents also commented that the safety and welfare of their children was a high focus for the school.

Designated safeguarding leaders are appointed and trained to level 3 standard. All staff receive training annually and understand the procedures around keeping children safe in school. However, a lack of information displayed around the school meant it was difficult for visitors to quickly ascertain who the safeguarding leaders are. Currently, as the school is small, pupils and staff know who to go to if there is a concern.

Pupils learn how to stay safe through the curriculum. In secondary school, PSHE lessons take place during form time. Pupils learn how to keep themselves safe and how to stay safe online. Cyber bullying is discussed as part of the computing lesson with primary and secondary pupils. Pupils' behaviour is monitored. When incidents of serious behaviour occur, they are dealt with promptly. A central record logs behaviour issues so that patterns of misbehaviour can be analysed and dealt with swiftly. The log recorded 4 serious incidents of misbehaviour last year. Pupils' attendance is below that expected in the UK and is an area that the school needs to promote with all stakeholders. Attendance during the inspection was at 87%. Most pupils arrive at school in time and the main reason stated for absenteeism is illness. The school office informs the nurse by 10 am who then calls the parents to seek the reason for the absence. The nurse also calls the parents of any pupil who has been absent for more than two days. A medical note is required for the pupil to return to school when a pupil has been absent for more than 2 days.

A qualified doctor and nurse are employed full time. They work from a well-equipped clinic situated on the school's site. They maintain up to date records and are vigilant in supporting pupils with specific medical needs. All incidents involving medical support are logged so that patterns can be analysed. Medical staff also manage vaccinations which are mandatory by the government. Parents and teachers are notified promptly when there is a health issue. A high number of staff are trained as first aiders. These staff are also trained to use the defibrillator situated in the school.

Bullying is rare at the school and when it does occur it is dealt with sensitively by the principal and vice principal. During the inspection which took place during anti bullying week, an assembly was held online. This online presentation was shared via each classroom's interactive whiteboard to all primary pupils. As the presentation was online it was difficult

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for pupils to be fully responsive and participate in a purposeful, audible discussion around the issues raised. Opportunities were missed to draw upon the wealth of freely available materials that are available to promote the anti-bullying message.

The school has extensive risk assessments for school trips and activities. Appropriate actions have been taken to reduce the risks that are identified. The executive senior leadership and governors conduct regular health and safety checks to ensure the safety of pupils.

The school carries out regular fire drills and maintains records of time taken to evacuate the building. The assembly points are clearly indicated with signs and fire extinguishers sited in key areas of the school. The local authority makes regular checks on the school's fire safety systems. The school rehearses lockdown procedures, and a lockdown key is available in each classroom.

Inclusion is a strength of the school. The inclusion team which consists of the inclusion champion, two SENCOs, the school counsellor, and four support assistants provide pupils of determination with the support they need to make progress. Teachers and learning support assistants help with the monitoring of IEP's, reviewed termly. The school collaborates with external agencies to provide one-to-one assistance where required.

Healthy lifestyles are promoted. Pupils can cycle or walk to school and the school provides cycle storage during the school day to facilitate this. The school promotes healthy lifestyles through assemblies, curriculum activities and newsletters to parents. Pupils have two PE sessions timetabled weekly and this includes swimming over the year.

Visitors receive lanyards at the entrance with their names and sign in to the visitors' log. External doors have restricted access and can only be accessed using the staff lanyard. Clear procedures for children leaving the school by the school bus, ensure pupils are safe. Pupils wear seat belts, and all buses are clean, tidy, and well maintained. Security staff are proactive at the entrance and exit points and ensure pupils are safe at pick up and drop off times. However, parents raised concerns about the safety of the school car park at busy times of the day.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meet the standard required for BSO.

All members of staff undergo appropriate checks to ensure their suitability for the role when they are appointed to the school. This includes staff hired locally and those recruited from overseas. The school recruits from within the UAE where possible and seeks to appoint expat teachers with experience of working in the UAE. Identity, medical, qualifications and police check, or DBS checks and references were in place for all staff appointed to the school and recorded on a single central register (SCR). This includes teachers, administration staff, teaching assistants, and supply teachers. Details of contractors such as bus nannies, cleaners and security guards who work at the school are also stored on the school's central record. Staff details are held in individual files and on the single central record held by the HR manager in the school.

Volunteers who work with pupils in the school are also required to provide a police check and identity check and are on the SCR. A volunteer handbook details that all volunteers must never be working in isolation with a pupil. All information is stored securely and confidentially. However, details regarding members of the governing body needs updating on the SCR. In the future information regarding staff who have left the school is to be maintained on the single central record.

Representatives of the school's proprietor are rarely in the school when pupils are present. The proprietor has a representative member on the board of governors who regularly updates the proprietor in matters relating to suitability of staff, recruitment and retention policy and procedures.

Staff who are recruited locally must undergo the same checks as expatriate staff regarding identification checks, police checks, medical, qualifications and references. A disclaimer letter for local staff is sought from the previous place of work in line with ministry requirements.

Qualifications are checked by the ministry and attested for overseas staff. Two references, one from the most recent place of work, are sought from an organisational email, which are followed up by the school by telephone if required. VISA details are stored centrally on the single central record for all staff. The school may also complete social media searches to ensure that all staff are suited to work with children. If there are any concerns, then these are thoroughly investigated before appointment to ensure that the person appointed is suitable.

Advertisements of job vacancies promote safer recruitment practices. The school places adverts on social media sites and corporate websites. Interview procedures include a question to check on a person's suitability for the role.

Induction processes take new staff through the policies and procedures related to keeping children safe. A staff handbook and a period of induction ensures staff are fully understanding of the school's child protection policy. Staff are also provided with a data protection policy, staff absence and cover work policy so that they are fully informed about the school's procedures. Staff new to the UAE receive guidance on living in the UAE. A probationary period of 6 months enables the school to be cautious before issuing long term contracts.

9. *Standard 5* The premises and accommodation

The premises and accommodation of the school are good.

The premises are safe, well-maintained, clean, and tidy. The perimeter is clearly marked by a fence or wall. Recently this has been temporarily adjusted to accommodate building materials for work on the adjacent site. Outdoor floodlights are provided. Exit routes are clearly signed. Gates are secure and access is restricted by vigilant security guards. Internal lighting, cooling and ventilation are sufficient, and the premises overall provide a safe and pleasant learning environment. Following government guidance there is now a ramp for disabled people to access all areas of the ground floor, and a disabled toilet. Disabled access to the upper floor is not yet available.

Indoor facilities include spacious classrooms, each equipped with an interactive whiteboard. Each ground floor classroom has a small, paved, gated veranda area. Specialist facilities include a large gymnasium, dance studio, a specialist music room with sound insulation, inclusion room, art room and a design and technology room. All are appropriately equipped. The school's hall space has been creatively adapted to host the library. A set of laptops allows for effective teaching of computer science within the existing classrooms. Secondary classrooms are located upstairs in rooms designed as office accommodation. However, they are utilised effectively and provide teaching areas that meet the needs of the older pupils.

A science laboratory is provided in an existing ground floor classroom for key stage 3 pupils to complete practical tasks. This is a temporary adaptation of the school's premises, until the new build is completed. Currently the science room does not yet have a laboratory technician to support practical tasks.

Shared areas and corridors are used well to provide extra learning areas for small intervention groups and in the primary section are enhanced with good quality displays of pupils' work and information posters.

The school premises include outdoor facilities; a large off-site Astro turf area for games, two large, shaded areas for break times and accessible from classrooms, and a swimming pool. Each shared area contains play equipment that facilitates learning through play. In the early years shared area there was a separate section for the use of wheeled trikes, a small play den and equipment suited to the age of the pupils, such as play sand and construction blocks.

Suitable changing accommodation and showers are provided, although there was evidence of constant wear and may need replacing soon. The swimming pool is gated and secure. Water in the swimming pool is regularly checked and flooring around the swimming pool minimises the risk of an accident.

The school clinic is appropriately resourced. A fridge is used for storage of medicines and a secure cabinet for pupils' records. A toilet facility is nearby. The school also provides a room for the school's counsellor where specialist therapy sessions take place. An isolation room for infectious diseases is also provided, to meet ministry requirements. Water supply meets local standards and there are sufficient washrooms for pupils and adults. Safe drinking water is available.

10. Standard 6

The provision of information for parents, carers, and others

The provision of information provided by the school to parents, carers and others meets the standards required for BSO.

The school's website is informative and contains the required information. A colourful school prospectus details the school's expectations and provision. A wide range of information is available for parents. Fortnightly, the school's principal contributes to a newsletter which celebrates the work of the school. Heads of year provide a weekly newsletter that keep parents regularly updated. Parents of primary pupils are also supplied with half termly topic webs so that they know what their child is learning to do in school.

Updates on an educational online platform maintain links between home and class teacher. Parents reported that meetings with the class representative are very informative. Early years maintain contact with parents through an online family app. This is updated by teachers of early years and years 1 regularly.

Parent teacher meetings are held 3 times a year, where parents can discuss their child's progress with the class teacher, although a few parents commented that these were very brief. Parent workshops also help to keep parents informed and recently these have covered topics such as, bringing devices into school, interpreting your child's cognitive ability test results, and phonics. A year 5 meet the teacher afternoon was also very much appreciated by parents.

A range of reports are given to parents regarding their child's progress test data, cognitive ability testing results and academic reports mid-year and end of year. These take different forms dependent on the phase of the school, such that EYFS and secondary reports are different from primary. Primary reports to parents are heavily focussed on core subjects, and subjects taught by specialist teachers. There is no reference to a pupils' performance in history, geography, art, design and technology or computer studies. Reports contain information regarding strengths, areas to develop and a comment from the teacher. The terms expected above and more than expected are used to enable parents to understand how well their child is achieving the curriculum goals.

Parents explained that there is a wealth of information from the school. However, in a recent parent survey communication was raised as an area for improvement. Parents commented that they are unsure how to interpret the test results provided by the school, and that the information regarding homework expectations was not always clear.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

A policy is in place to deal with concerns and complaints raised by parents. The policy details the 3 stages to be followed by parents should they have a concern or complaint. The final stage results in a hearing with a complaints panel of governors. The complaints panel must not contain any member of the school who has been earlier involved in dealing with the matter raised. Also, the complainant may attend this meeting and be accompanied if they wish. This ensures there is transparency of the school's processes. However, it is very clear that once the complaint reaches the third stage then there is no further appeal for the complainant. Once a complaint is raised it will be dealt with in the timescales stated in the policy.

There is a clear date for the review of the policy by governors. This will ensure the procedures are reviewed regularly as the school expands into an all through school. Currently parents spoke highly of the involvement of the vice principal and principal in resolving complaints. As the school expands the ease of accessibility of senior leaders, and the schools open door policy may change.

Complaints are usually received by email to the school's central reception desk. The staff are very quick to bring the complaint to the attention of the member of staff who will deal with it. Often these are very quickly resolved. However, there is no record of complaints over time, so it is very difficult for the senior leaders or governors to identify any patterns or trends. It is recommended that a log of complaints is created.

Parents reported that the school works hard to resolve complaints. Concerns are mainly dealt with informally and are quickly resolved. Parents talked about the meeting with the class representative that allowed parents to raise issues. The chair of the governing board makes every effort to attend these meetings so that he is fully aware of the concerns parents may be raising. He is also available regularly in the reception area and willing to listen to concerns or comments parents may have, so that he remains informed about the views of parents.

A recent parent questionnaire also helped to ensure parents were able to raise concerns anonymously. The governing body are working on the results of the survey. The school is swift to make changes where possible and very proactive in dealing with concerns or complaints.

12. Standard 8

Leadership and management of the school

The school's leadership and management meet the requirements of BSO and are good.

The school has an active board of governors who have guided the school strategically since it was founded. The school's proprietor, who owns higher educational establishments, has a company representative on the board who attends meetings regularly. The board of governors consists of 11 members. Of these, 5 are independent leaders of local industries who have an interest in the success of the school. A high number of school staff are also on the board: 1 teacher, 1 non-teaching member and the school's vice principal and principal. The remaining members are parents.

The chair of governors, although an established board member is new to the role and committed to develop the school. He is involved fully in understanding the school's performance using data and information provided to him from the school's leaders. He is active in the school community and seeks the views of stakeholders as much as possible. The board meet for full governing body meetings and subcommittee meetings throughout the year. Governors visit the school to conduct learning walks, where they review the ambience, safety, and school structures. Recently the governing body structure has been adapted to enable the board to manage the changes that the school will encounter as it expands into an all through school.

The school recently expanded its senior leadership teams so that there is now a structure of 2 executive senior leaders and a senior leadership team. Most leaders such as head of primary, head of EYFS and head of secondary are very new to role and have had little time to show impact. However, teachers talked positively of recent improvements, particularly regarding a sharper focus on assessment since the new heads of phases have joined the school.

Performance management systems are in place and follow those used in UK schools. They consist of lesson observations and learning walks. Work scrutiny and planning scrutiny is yet to be regularly completed so that leaders have an accurate understanding of the strengths and areas to develop. Leaders use the Dubai school's inspection bureau's (DSIB) framework to measure the quality of teaching and learning and assessment. Regular meetings with the executive senior leadership team and monthly senior leaders ensure there is effective communication across the school.

The school's development plan is in place for 2022-2023. The plan is separated into different performance standards matched to the DSIB standards in detail. The objectives written are clear, however further thought would ensure they specifically target each performance area. Success criteria are in place and are being improved further with clearer starting points and more measurable outcomes. A closer attention to the school's evidence sources is being

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encouraged, across all areas of the school's business, such as questionnaires, data, logs, and school records would help to ensure that targets are even more purposeful.

The school motto of 'Learning Together, Growing Together' is embedded across all areas of the school. 'Determined Learners, Global Thinkers, Positive Achievers, Striving for Success' has been introduced this year and is on staff planning sheets. There was limited evidence of this yet impacting on the school's development plan. As the school is growing at a rapid rate it is important that development plans outline the strategic development of the school over three years or more and have a clear vision.

The school ran smoothly day to day and is managed well by an active administration team and leaders at all levels. There is a sharp focus on pupils' care and welfare, and that of staff. Parents are very trustful of the commitment of the school's leaders. There is a strong community ethos embedded across the school. This is due to the school's leaders building strong relationships with staff, parents, and pupils.