

# Nord Anglia International School Dubai

## British Schools Overseas Inspection Report

Inspection Dates: 6–9 February 2017

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Age Group: 3-16  
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## Purpose and scope of the inspection

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

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust 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 (BSO). 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 the Dubai School Inspection Bureau (DSIB). 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 available from the Knowledge and Human Development Authority (KHDA) in Dubai.

### Key for inspection grades

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

### 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

Nord Anglia International School Dubai is an independent school located in the Al Barsha district of Dubai. It is part of the Nord Anglia group of schools.

It is an average-sized school which has grown significantly since opening in 2014 with 743 pupils. There are now 1,380 pupils aged between three and 16 years, with 251 in early years, 718 in primary and 411 in secondary. As yet, no pupils have left the school for destinations in higher education.

The principal took up his post in August 2016.

All pupils follow the English national curriculum. The school is culturally diverse and pupils represent more than 60 nationalities; of these 41% are British. While about 30% of pupils speak languages in addition to English, none are considered to be learning English as an additional language. The school has identified gifted and talented pupils following UAE guidelines. The school has identified 81 pupils who have special educational needs and/or disabilities, some whose needs are as yet undiagnosed specific needs.

The school has 130 qualified teachers, the majority of whom hold British teaching qualifications.

The school has been accredited to deliver the International Baccalaureate and is a member of the Council of British International Schools and British Schools of the Middle East.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three inspectors from the Education Development Trust. There were also eight DSIB inspectors on the inspection. The school agreed to a BSO inspection several months in advance, in September 2016. The combined inspection team was given access to information about the school before the inspection. The BSO self-review and registration documents were completed in April 2016. A total of 96 lessons were observed during the inspection. Inspectors held 55 meetings with senior leaders, governors, other leaders, the special educational needs coordinator, administrators, other staff, parents and pupils. Inspectors also carried out: work scrutiny; analysis of surveys and assessment information; document reviews including the school's self-review, improvement plans, assessment systems and safeguarding policies. Inspectors also observed the daily life of the school and took part in an unannounced evacuation drill.

## Evaluation of the school

Nord Anglia International School, Dubai, is a good school. It provides a good education for pupils from early years to Year 11 and meets the requirements of all the Standards for British Schools Overseas. The principal was appointed in August 2016 and is an astute leader who has identified the school's strengths and priorities for improvement. There is good capacity for continued improvement.

The school encourages open and meaningful communication with parents, recognising the importance of their part in educating their children. Facilities, informal and formal meetings allow them to be visible members of the school community.

Pupils' behaviour is outstanding during lessons, at leisure and when moving about the school. They are self-disciplined and enjoy respectful and relaxed relationships with teachers.

The school community represents more than 60 nations and pupils acquire a deep understanding of different cultures from all over the world.

Pupils place high value on the broad curriculum and the innovative partnerships that provide stimulating learning activities. This includes a choice of foreign languages from early years, music and performing arts, technology and physical education.

Pupils' attainment in **English** is slightly above expectations and progress is good.

In early years, attainment is outstanding as a result of excellent teaching, children's desire to learn and the strong focus on developing communication and language skills. Children become increasingly confident and proficient in listening, speaking, reading and writing English. A large majority meet the early learning goals in communication and language by the end of early years.

While a significant number of pupils speak English as an additional language, very few require additional support for English. When support is needed, this is planned carefully to address the particular need in spoken or written English.

Pupils achieve well throughout the primary phase, with some variation between classes and years. Across Year 2, pupils made good progress in refining their drafts of writing English for information by including wider vocabulary, correct grammar and punctuation and letter formation. Year 6 pupils show sound knowledge of formal writing when writing letters for different purposes

and to different audiences. They articulate persuasive arguments, using powerful vocabulary to evoke responses in listeners.

In secondary, pupils continue to achieve well and their progress accelerates with specialist subject teaching. They read increasingly complex fiction and non-fiction material and are confident to evaluate texts critically. Their written English improves as they become more skilled at expressing complex ideas clearly in speech. Year 10 pupils make strong progress in improving imaginative and evocative writing. The school's first cohort of Year 11 pupils are on track to achieve above average outcomes at General Certificate of Secondary Education (GCSE) level, with the majority achieving an A or A\* grade.

Pupils who have special educational needs and/or disabilities make rapid progress in speaking, reading and writing English. Staff provide support matched to individual needs and this allows progress to be in line with that of their peers.

Standards in **mathematics** are above average in primary and secondary and outstanding in early years. Most children in early years meet or exceed expectations for early learning goals in mathematics. Almost all children in Foundation Stage 2 can count and name numbers up to 25 and use mathematical language to describe, compare, match and order objects and events. Most children talk about three-dimensional shapes from everyday life, for example, in buildings and food containers. They are beginning to use everyday terms relating to money, for example, as part of role-play at the 'fuel station' near the bicycle track where they collect money in exchange for goods.

Primary pupils make good progress and, by time they leave Year 6, they exceed expectations in knowledge and understanding. The most able pupils can readily apply this to problem solving. When pupils start in Year 1, they have good skills in numeracy, shape and measuring. By Year 2, most pupils readily recognise two-dimensional shapes and describe features of some three-dimensional solid shapes such as edges, faces and points or vertices. They construct simple pictograms, tally charts, block diagrams and are confident to interpret and explain these. By the middle of key stage 2, most pupils know when and how to use addition, subtraction, multiplication and division.

Pupils in the secondary phase make good or better progress and a large majority exceed the relevant curriculum expectations. Pupils are provided with work that challenges their thinking and extends their understanding. For example, Year 7 pupils apply the properties of angles at a point, angles at a point on a straight line and vertically opposing angles. In Year 11, most pupils can demonstrate confidently their skills and understanding in solving quadratic equations. Almost all pupils feel positively about mathematics, engage fully in lessons and want to do well.

Pupils who have special educational needs and/or disabilities make good progress, in line with their peers. When working with new concepts, teaching assistants provide focused support and guidance in lessons, allowing pupils to understand and master the learning objective. Pupils are then confident to work independently.

Attainment and progress in **science** are in line with expectations in primary and secondary, and are outstanding in early years.

Children in early years observe, explore and investigate their surroundings and familiar objects during play and structured learning activities. They use appropriate language to describe the properties of objects and scientific processes, for example knowing that liquids, solids and gases are different forms of substances. They are confident to predict why different objects vary in their behaviour and can explain how familiar objects work. They understand that living things grow and plants need light, food and water to thrive. Science is developed within the carefully planned integrated curriculum and, as a result, children start to apply early scientific skills and enquiry in all their activities.

Pupils acquire scientific skills and knowledge as they move through primary and into the secondary phases. In Year 3, pupils plan investigations to test hypotheses in laboratories and classrooms, and use naturally the correct scientific language. This conveys a very real sense of young scientists at work. Pupils understand the impact of human activity on the global environment and how this will affect communities and nations far from Dubai. By the end of Year 4, pupils are confident to use scientific equipment safely, plan fair tests and systematically record their findings. Pupils also understand the need to work safely when conducting experiments in their classrooms and laboratories. They can explain why accidents occur and why protective clothing and equipment such as safety goggles are so important.

Pupils build their scientific knowledge and skills in secondary through the imaginatively planned science curriculum. They are not afraid to take risks and experiment, even if their initial results seem confusing or are hard to explain. Teachers encourage pupils to recognise themselves as scientists, integrating the fundamentals of scientific laws into lessons. During the inspection, pupils in Year 7 assessed their understanding of how reflection changes the path of light by undertaking a challenge to write a scientific law for this. They develop skills and acquire knowledge that allows them to be confident in mastering external examination content in physics, chemistry and biology.

Pupils who have special educational needs and/or disabilities make good progress in gaining scientific knowledge and skills. They benefit from the different approaches for teaching science and being able to link science to everyday life.

Pupils make good progress in other subjects and make meaningful links between subjects. Examples include applying scientific knowledge of how bodies work in physical education lessons and activities, where they build fitness, skills and stamina. They are encouraged to experiment and manipulate materials and media in creative arts, where they produce stunning two- and three-dimensional images and designs. These show pupils' creativity and confidence to express themselves through art. Technology is used widely to support learning and pupils of all ages readily use a wide range of up-to-date resources for research, presenting work, and for investigations as well as understanding how to create software applications.

### **Summary of other judgements against the BSO standards:**

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is good overall. Pupils' behaviour is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are good (see Standard 3 below).
- The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).

- The premises and accommodation meet the requirements of the Standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this Standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 9 below). The recently agreed vision and mission statement are not yet shared and understood fully. Leaders at all levels have not yet raised expectations sufficiently to achieve that vision and mission. Self-evaluation lacks sufficient focus as the extensive assessment information available is not used fully to monitor the impact of structured plans for improvement.

**As a result of this inspection, undertaken during February 2017, 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 school meets the requirements of the Standard. **The school's curriculum is good.** It is broad and balanced and based securely on the English national curriculum for early years and key stages 1, 2, 3 and 4. Pupils in Years 10 and 11 follow the requirements of the English and International General Certificate of Secondary Education (IGCSE) qualifications. The curriculum also meets the requirements of the UAE and is enhanced by a World Language Programme and specialist music in conjunction with the Juilliard Centre for the Performing Arts.

All pupils study Arabic, Islamic Education, social studies, English, a world language, mathematics, the sciences, humanities, technology, creative and performing arts and physical education. Global citizenship is included in the personal, social and health curriculum. While pupil numbers in Years 10 and 11 are currently low, the curriculum offered is broad, allowing older pupils to select subject options to meet their needs for higher education or future careers.

The early years curriculum is outstanding. Children have extensive choices for meaningful learning activities throughout the day linked to the early learning goals. The main emphases are on personal, social and emotional development, communication and language and physical development. Children are keen to participate in more formal tasks with their teacher and classroom assistant and are encouraged to be creative, imaginative and curious. The outdoor learning area enhances the curriculum well, with resources and space to allow children to learn as they play.

Continuity and progression of the curriculum between phases are developing and the school recognises the need to support children moving into Year 1 from early years, where the learning environment is more informal and flexible. The curriculum is modified to meet the needs of pupils who have special educational needs and/or disabilities either in lessons or in small support groups.

Pupils' learning skills are reinforced effectively and developed by the broad range of subjects. They are encouraged to think for themselves, take responsibility for their learning, work independently and collaboratively and reflect on their learning.

The provision for learning languages is excellent and all pupils study French, German, Spanish or Mandarin from early years. Arabic is carefully organised to meet the needs of pupils who are at different stages of learning the language.

All pupils study computer science, which is closely linked with design technology and robotics. Food science is available until Year 9.

The wealth of additional subjects includes physical education, performing and creative arts. The curriculum is planned to meet the needs of the UAE national agenda. The taught curriculum is enhanced by visits within the UAE and overseas, cultural celebrations and external speakers. The school has established innovative partnerships to enrich the curriculum including the Juilliard Centre and Massachusetts Institute of Technology. The wide range of extra-curricular activities allows pupils to deepen and extend their learning. These are supported well by boys and girls.

Pupils are prepared well for the next stage in their education, and the curriculum effectively prepares pupils for entry or re-entry into the UK education system. Appropriate careers education is provided. Pupils receive effective guidance and support in making choices, and Year 10 pupils undertake work experience.

The curriculum is taught in English and promotes understanding of British culture, history and significant events. Pupils are encouraged to draw on personal experiences of living in or visiting Britain which helps to deepen learning and appreciation of the four nations of the British Isles and different global locations. The broad range of sports and physical education includes subjects found in English schools and internationally. Pupils gain experience of British values, such as democracy and inclusion, through voting and selection for house leaders, sports leaders and the school council.

**The quality of teaching, learning and assessment is good.** The provision enables all pupils to make good progress in acquiring knowledge, increasing understanding and developing skills across the broad curriculum. This allows pupils to learn successfully and attainment is above average.

In early years, the quality of teaching and assessment is outstanding. Teachers are highly skilled and their knowledge and understanding of how children learn are evident in stimulating play and practical activities. These create an inclusive and highly supportive environment for learning. Teachers continuously assess the children's learning and adapt activities sensitively to meet individual needs. Children make rapid progress and their attainment is outstanding.

Teaching is good overall in primary and secondary, with greater variability in primary years. It is generally stronger in secondary. Teachers are well qualified for the subjects and age groups they teach and have good subject knowledge. Their lesson plans include clear learning objectives to take account of pupils' strengths and areas to improve. Teachers know pupils very well and there are strong and productive relationships between teachers and pupils. They praise pupils' effort and this encourages pupils to participate with enthusiasm, promotes excellent



behaviour and results in a very positive atmosphere for learning. Lessons run smoothly and incidents of unacceptable or disruptive behaviour are very rare.

Teachers plan sequences of learning activities that generally match well pupils' individual needs, interests and abilities. This includes pupils who have special educational needs and/or disabilities. Teachers use appropriate teaching strategies, giving clear explanations to ensure pupils understand how to achieve the learning activities. They select appropriate resources, including technology, to support and enhance successful learning. This enables most pupils to achieve any learning objectives. Pupils reinforce and extend their learning, which leads to good progress.

The styles of teaching, learning and assessment are similar to those in high performing schools in the UK. This means that pupils are easily able to enter, or re-enter, the UK educational system.

Learning is most successful when teachers have high expectations that are reflected in challenging tasks closely matched to pupils' needs, abilities and interests. At these times, teachers encourage pupils to reflect on learning and not simply to acquire knowledge. When combined with group or collaborative work, this encourages pupils to become more independent, improves teamwork, leadership and communication skills. At these times, the rapid pace of learning leads to sustained progress.

Teachers assess and mark pupils' work regularly with comments that are generally supportive and constructive showing how pupils can improve. Pupils are confident to assess their own work and that of their classmates and use this to enhance their learning.

Teachers gather information regularly about pupils' performance, both formally and informally. They use this to compare progress towards pupils' targets. This is most successful in secondary years.

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

The school meets the requirements of the Standard. The spiritual, moral, social and cultural development of pupils is good. Behaviour is outstanding; pupils are consistently courteous and polite. Children and pupils show high levels of self-discipline during lessons, indoor and outdoor activities, when moving around the school and at break times. They have a very clear, age-related sense of right and wrong, which is promoted strongly by the school. Pupils' attitudes have a positive impact on their learning and contribute to their extensive personal and academic achievements. In all age groups, pupils demonstrate self-confidence and self-discipline; they are respectful and proud of their learning.

Children in early years are highly motivated; they are confident, happy and enjoy their learning. They are curious and excited as they discover new knowledge through exploration and play. Their enthusiasm for learning is infectious and adds to an atmosphere where awe and wonder are ever present.

Pupils enjoy coming to school and this is reflected in regular attendance and punctuality. They take very seriously the responsibility for completing homework and have positive attitudes to learning. The school provides a safe and secure environment where pupils feel valued. There are few incidents of poor behaviour and bullying is extremely rare; when such issues arise, they are resolved quickly. Most pupils participate in the extensive, varied and exciting extra-curricular activities available. This includes 'entrepreneur week' with age-appropriate activities for primary and secondary pupils.

Pupils' self-confidence is also evident in their positive and caring relationships with adults in the school community. Pupils are respectful, relaxed and confident when interacting with teachers, staff with different roles and with visitors. They show great consideration for others and are aware that their words and actions affect others. Older pupils are supported well by the pastoral team and their personal tutors. Tutor-group time is a strong and highly successful feature of pastoral care in the secondary phase. Pupils develop their self esteem and confidence through presentations to their peers on diverse topics, such as the value of charity work, and reflecting on their personal achievements. They respect each individual's right to appropriately express themselves.

The culture and heritage of UAE is celebrated in social studies, tutor time, the taught curriculum and themed assemblies. Visits to Dubai's Centre for Cultural Awareness help primary pupils to develop an understanding of community values and tolerance. Pupils contribute to the life of the school beyond the classroom as part of the wider community, including travelling overseas. Over half of the secondary pupils have completed major community outreach projects in Sri Lanka or Tanzania. Through such activities and engagement, pupils develop further their tolerance and understanding of different cultural traditions. There is a rich variety of leadership roles open to the pupils, including the secondary student council and house leaders.

Enthusiastic support from the staff ensures that all pupils benefit from the school's robust commitment to encouraging good relationships and tolerance among people of all backgrounds and cultures. Pupils come from a diverse range of cultural backgrounds; over 60 nationalities are represented. Pupils are aware of key features of life in Britain, including values such as tolerance, democracy and inclusion. There are developing links with British organisations such as the Scouts and Guides Overseas and the Duke of Edinburgh International Award. Most Year 10 pupils took part in a recent trip to London, enabling them to observe a number of British institutions including historic centres, museums and performing arts venues. They also visited a leading university to learn more about life at UK universities and the application process.

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

The school meets the requirements of the Standard. Procedures for the welfare, health and safety of the pupils are good. The rapid growth in pupil numbers is an accepted part of school life. Pupils of all ages joining the school are welcomed warmly by their peers, and by teaching and non-teaching staff. They settle quickly, make friends and benefit from the whole-school approach to pastoral care.

The school benefits from corporate policies and procedures for safeguarding, which reflect expectations for UK schools. These are checked carefully to ensure compliance with requirements in Dubai. The principal shows no complacency about safeguarding; where

corporate policies allow flexibility, he opts for the most rigorous procedure to protect those in his care.

The school is calm throughout the day as staff, pupils and visitors follow expectations for behaviour, creating a cordial and professional atmosphere. Pupils understand expectations for behaviour and the consequences for not following these. Attendance is above average and is recorded diligently. Admissions policies comply with local requirements.

Children and pupils are supervised well during the day. This is characterised by staff overseeing pupils unobtrusively and without interrupting their leisure and social time. Systems to keep pupils safe when using school transport take advantage of technology, ensuring that children and pupils board their designated bus where they are supervised carefully and can be met by known adults. Risk assessments are completed for all off-site activities and visits.

The school actively promotes healthy lifestyles. This is evident from early years, where children speak about the importance of healthy drinks for themselves and for plants in order to grow and thrive. The broad physical education curriculum and extra-curricular activities make a significant contribution to building fitness, stamina and a balanced lifestyle. The change of caterer has reinforced the importance of healthy eating and a balanced diet. Appetising menus of freshly cooked meals have increased the proportion of pupils eating school lunches from 30% to 60% in less than six weeks.

The two clinics are equipped well and staffed by qualified nurses who keep all medication and records securely. First aid kits are located throughout the school and are taken on all field trips. Policies and requirements for health, safety, fire and evacuation procedures are robust, comply with local requirements and are monitored diligently. An unannounced evacuation practice during the inspection included a significant number of parents with young infants as well as staff and pupils. Procedures were followed calmly. Lockdown procedures are also practised regularly.

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

The school meets the requirements of the Standard. Recruitment procedures follow the corporate Nord Anglia policies, with a clear focus on safeguarding all pupils. These procedures were recently reviewed and updated to comply with changes in UK guidance for safeguarding, child protection and safer recruitment. The principal takes a very firm stance on recruitment procedures; during the inspection he requested changes to corporate policies to reduce potential risks concerning checks on volunteers. Senior staff are trained as designated safeguarding leads and train other staff to make them aware of their roles and responsibilities.

The school checks the employment history of all staff, including seeking police checks of the suitability of applicants to work with children. This extends to checks over the last 10 years in all countries where applicants have worked. Staff recruitment and employment records are highly organised and are stored securely to ensure confidentiality and comply with all requirements for Dubai. Contractors must follow the same rigorous recruitment checks for all their staff employed within the school.

Most teachers hold British teaching qualifications and are trained in the subjects and age groups they teach within the school. The staff team includes specialist teachers for special educational needs, physical education, music and modern foreign languages. They undergo the same recruitment checks as other staff.

## **Standard 5. The premises and accommodation**

The school meets all requirements of the Standard. The purpose-built premises occupy a large site with on-going construction in the neighbourhood. The building is of linear design on three floors, making the most of available space on the site.

A sturdy perimeter wall with manned entrances reflects the importance of security. Guards check and record visitors; their accurate log books are crucial in verifying numbers of adults and children on site during emergencies and practice drills. Leaders continue to work tenaciously to influence external factors and complete the areas for safe parking and drop-off areas to reduce still further the risks of accidents outside the school.

The building is light and spacious with wide corridors, lifts, large classrooms, specialist areas and physical education facilities. These allow pupils who have special educational needs and/or disabilities to be independent. Administration, security, cleaning and catering teams are not overlooked and carry out their roles from appropriate facilities. The buildings and campus meet local requirements as well as the school's high standards for cleanliness and maintenance.

High quality catering facilities allow staff to store and cook healthy foods and work in safety. Dining areas are scrupulously clean.

Early years classrooms form the external perimeter of a large circular area for outdoor learning. This is a stunning feature with innovative shading and allows children to use its diverse resources on all but the hottest of days. Staff take full advantage of this area adjacent to their classrooms for exciting free-flow activities that stimulate children's language and successful learning.

Teaching areas are spacious, light and well ventilated, with quiet air-conditioning and high quality furniture and fixtures. Areas for physical education, science, design technology, performing and creative arts support the curriculum successfully and allow for expansion.

The school plans to establish an age-appropriate area for secondary pupils who have special educational needs and/or disabilities.

The principal has secured capital funding to develop library and research facilities within an internal quadrangle. This is to support opportunities for flexible learning in primary classes.

Standards of hygiene and maintenance are high with on-going decoration and cleaning throughout the day by dedicated teams. They take great pride in their work and are valued members of the community. Severe storms and a sandstorm before the inspection highlighted their crucial role in the smooth running of the school.

Two clinics allow pupils who become ill or who need medication to receive appropriate care promptly.

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

The school meets the requirements of the Standard. Since his appointment, the principal has worked hard to establish positive and meaningful partnerships with parents and to gain their trust. He shows total commitment to working closely with parents to support their children's learning. This includes gathering their views and making certain these are taken into account. Parents value the 'town hall' meetings where parents from each year group raise issues which are explained fully, making them more aware of the wider context for decisions. There are plans for relevant year leaders to attend these meetings to provide additional support.

Parents and prospective parents are well informed about all aspects of school life through extensive information in handbooks, brochures and on the school website. The school complies with all requirements relating to information, including policies, curriculum, support for pupils who have special educational needs and/or disabilities and how to contact the owners. The school works hard to ensure that parents understand initiatives and modern ways of teaching. An example is the UAE national agenda which a group of parents described as 'entwined and embedded in all subjects'.

Parents speak highly of the individually written reports about their child and how these are followed by invitations to attend a formal parents' evening. Information is shared about a child's successes, where they are struggling and the next steps to promote learning.

The Chatterbox café in the school's foyer is run by the parents' group and each morning groups of parents use its comfortable facilities to share information with others. This reflects a welcoming approach to parents where they are encouraged to stay in the school and not leave as soon as lessons begin. The advisory board is made up of parents with broad experience who are prepared to give their views and to influence the life of the school. This is still developing and the first step towards a more strategic role is the introduction of paired lesson observations with school leaders.

The principal's positive approach to sharing information was reflected in his responses to requests for information or meetings from inspectors.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of the Standard. The complaints policy is easy to understand and makes clear to parents and prospective parents how to raise formally a concern or complaint. Records of formal and informal complaints and comments comply with all requirements.

Parents are confident to share concerns at an early stage with the principal and members of staff. During the inspection, parents spoke highly about how well the staff listen to their views. They stated that their concerns are addressed promptly and any issues are resolved successfully. This sincere approach to listening and acknowledging parents' views means formal complaints are rare. Concerns raised by email are dealt with equally promptly and followed up with personal contact from relevant staff.

The principal is diligent in monitoring parents' feedback and in ensuring that solutions achieve the desired outcome.

## **Standard 8. The quality of provision for boarding**

Not applicable.

## **Standard 9. Leadership and management of the school**

The school meets the requirements of the Standard. The leadership and management of the school are good. The principal is reflective and recognised the need to gain an accurate picture of the 'fledgling' school before making changes. He consulted widely with staff, parents, pupils and the school's owners on the wording of the school's vision and mission statements. These have recently been agreed and reflect the ethical approach to meeting the needs of every pupil and to providing high quality care and education. It now remains for all members of the school community to turn those statements into reality over time.

Leadership within the school is strongest in secondary and early years, but lacks a strategic approach in primary. The middle leaders in primary are not always clear about their leadership responsibilities, which limits their effectiveness. In secondary, middle leaders respond well to opportunities for devolved responsibility rather than being offered only delegated tasks. There is good capacity to improve, particularly with more skilled leaders available to mentor others.

The early years leader runs a highly successful part of the school and understands how to enhance teaching and learning for young children and how to empower teachers and teaching assistants.

The principal shares leadership responsibility, adopting a cascade model starting with the heads of secondary, primary and early years. Systems to hold leaders to account are developing with links to performance review and achieving priorities for school improvement.

Self-evaluation is of variable quality with some leaders using evidence to give an accurate picture of what the school does well and where improvements are needed. Structured plans for improvement are not always monitored precisely.

The principal appreciates the advantages of the school being part of an organisation where the quality of education and care is of paramount importance. Governance arrangements are robust and the principal works closely with corporate leaders at Nord Anglia. Their relationship is constructive and maintains the necessary distinction between leadership and governance. Governance arrangements ensure all legal requirements are met and financial policies are clear. Safeguarding all pupils is a high priority; governors and leaders are diligent in protecting all pupils. Budgets are monitored to ensure that capital and revenue expenditure achieves the school's priorities. This includes capital funding for the planned library and learning resource, as well as on-going support for the modern foreign languages programme.

The corporate leaders successfully recruited a capable and inspirational principal to succeed the school's founding principal. He works with the corporate team to promote equality, tackle discrimination and to create and manage successful teams. The principal and corporate leaders are resolute in ensuring that safeguarding procedures are robust and implemented fully. The

corporate leaders monitor and appraise the principal's performance regularly, using evidence to support progress on the school's priorities for improvement.

Staff at all levels benefit from training provided corporately along with opportunities for in-house training and mentoring for senior staff. Lesson observations are an accepted part of teachers' appraisal with a clear focus on improving learning outcomes. Peer observations have growing importance as a source of internal professional development across subjects and phases.

The school runs very smoothly as staff, pupils and parents follow known administrative systems and routines. Children and pupils take pride in being responsible members of a learning community and this underpins the relaxed atmosphere in early years and secondary. In primary, increased direction from adults at times reduces opportunities for pupils to show initiative and take responsibility.

Parents' responses to surveys show high levels of satisfaction with the school and its leadership. This was confirmed by discussions with parents and observations at formal meetings with parents.

## Compliance with regulatory requirements

Nord Anglia International 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. Raise the expectations of leaders at all levels to reach and sustain high standards, so achieving the school's vision and mission.
2. Improve use of the extensive assessment information available to monitor more effectively the impact of structured improvement plans.

## 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

Not applicable				
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### Leadership and management

Overall effectiveness of leadership and management		√		
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**School details**

<b>Name of school</b>	Nord Anglia International School Dubai
<b>Type of school</b>	Early years, primary and secondary
<b>Date school opened</b>	August 2014
<b>Age range of pupils</b>	3 to 16 years
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	1380
<b>Number on roll (part-time pupils)</b>	0
<b>Annual fees (day pupils)</b>	60,000 AED to 80,000 AED
<b>Annual fees (boarders)</b>	Not applicable
<b>Address of school</b>	Hessa Street, Al Barsha 3 South, Dubai, UAE
<b>Telephone number</b>	+971 042199999
<b>Email address</b>	Matthew.Farthing@nasdubai.ae
<b>Headteacher</b>	Matthew Farthing
<b>Proprietor</b>	Nord Anglia Education Limited

## 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 Education Development Trust

**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.

**Education Development Trust** – Formerly CfBT Education Trust, we are 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 Education Development Trust 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 Education Development 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 Education Development Trust 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. Education Development Trust 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

Education Development Trust 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.

Education Development Trust 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.

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