

Dubai British School

British Schools Overseas Inspection Report

Inspection Dates: 9-12 November 2015

Lead Inspector: Robin Attfield
Team: Margaret Houston, Gillian Smith

Age Group: 3-18
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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. 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 Schools 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 which is available from the Knowledge and Human Development Authority (KHDA) in Dubai.

Key for inspection grades

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

Proportions used in the report

90–100% Vast/overwhelming majority or almost all
75–90% Very large majority, most
65–74% Large majority
51–64% Majority
35–49% Minority
20–34% Small minority
4–19% Very small minority, few
0–3% Almost none/very few

Information about the school

Dubai British School is a British international school, located in the Springs area of Dubai's Emirates Hills. The school was established in 2005. It offers education to 1112 pupils aged three to 18 years, making it smaller than many similar all-age schools in Dubai. The school has a diverse population representing over 57 different nationalities; over 57% hold British passports. A very large majority of pupils speak English as their first language. The school has identified 69 pupils as having some special educational needs. The school is a member of the Taaleem group of schools. The school offers the Early Years Foundation Stage (early years) for its young children. Pupils over the age of five, in the primary school, follow a bespoke curriculum, based around the English National Curriculum, with an emphasis on developing skills. In the secondary school, pupils take GCSE, AS and A level examinations. Across the school, pupils participate in international tests ensuring that high standards are set for their learning. Most students leave school after the sixth form to attend universities in the United Kingdom. Teachers are well qualified and most have been trained in the UK.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The school was notified of the inspection date three weeks in advance. On this combined inspection, there were also 10 DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 128 lessons. They held meetings including those with the Principal and other school leaders, staff, pupils, parents, members of the school's advisory board and school

governors. The inspection team had access to a wealth of information about the school prior to the inspection. Schools in Dubai are required to submit documents online each year and inspection teams can view these. Inspectors observed the work of the school and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and pupils and followed up on issues that were raised.

Evaluation of the school

In the early years (Foundation Stage 1 and 2), progress is outstanding. Attainment is well above the English average in all aspects of the early learning goals and is rising. The school moderates its assessment scores with an outstanding British school and attainment is rising regularly. Children settle very quickly into school and make rapid progress in speaking, listening and early number work. As a result of a wide range of opportunities, children make rapid progress in learning about the world around them as well as improving physically and creatively. Their curiosity is aroused by what they see and, as a result, an excellent foundation for learning is established.

Pupils' attainment in **English** is high and progress is outstanding. In the early years, children quickly develop good communication skills and, by the end of Foundation Stage 2, most can speak confidently in public using the appropriate grammar and tenses. They use their knowledge of letters to blend and read words and are beginning to write legibly with some accuracy in spelling. Pupils build on these skills in Year 1 and extend their writing by learning to use adjectives when, for example, describing the appearance of Paddington Bear.

Pupils continue to develop their literacy skills throughout the primary school. They listen carefully in lessons and become increasingly confident and articulate speakers. By Year 6, most pupils can read a wide variety of fiction and non-fiction with enjoyment and understanding. Writing skills improve and pupils learn how to take notes, develop a wider vocabulary and write at speed.

In Year 7, pupils explore poems such as *The Lady of Shalott* and answer challenging questions which demonstrate their understanding and appreciation. They conduct independent research which extends their knowledge and produce word-processed essays in which they express themselves clearly and enthusiastically.

Attainment at GCSE level is high. In English Language, for example, two thirds of all pupils gained grade A* or A in last year's examinations. As pupils move through the secondary school, they learn to discuss character and motivation, think deeply about poetry and develop their ideas in coherent literary essays, supported by well-chosen quotations. Their personal writing contains convincing descriptive and persuasive language and they construct logical, discursive essays in increasingly accurate prose.

Performance at A level exceeds the UK average. By Year 13, committed students critically analyse and discuss texts such as *Tess of the D'Urbervilles* and research more modern texts, producing high quality written work.

In **mathematics**, attainment is high overall. It is particularly so in the early years, primary school and in post-16. From their first weeks in school, children in the early years are counting numbers

and know the equivalence of objects, the spoken and the written number. They make very good progress as they are introduced not only to basic number skills but are encouraged to explain what they are doing. In Year 1, pupils are already carrying out mental mathematics to complete simple calculations and many are able to explain what they are doing, using mathematical vocabulary. Pupils' progress continues strongly in the primary school especially in the application of mathematics to real situations and problem-solving. They develop their critical skills whatever their ability and Year 4 pupils, for example, are able to use appropriate mathematical language to identify two-dimensional shapes and challenge each other to identify shapes according to given characteristics.

The proportion of pupils achieving the highest grades of A*-B, 77%, is much higher than the United Kingdom average. By the time pupils reach the end of Key Stage 4, they are competent in all aspects of mathematics. In Year 10, for example, pupils solve problems through discovering a formula. Those who enter their GCSE examination a year early achieve outstanding outcomes.

Those who choose to study mathematics in post-16 continue to make very good progress and achieve very high results with four fifths gaining A*-Bs in 2015 at A level, which is appreciably above the UK average. Students have performed well in international tests. Progress is always good and often outstanding.

In **science**, attainment is high and progress is outstanding. In the early years, most children make at least good, and often much better, progress from their starting points in their knowledge and understanding of the world. In 2015, 92% achieved a good level of development compared with 85% in the UK. Children use their senses to explore their surroundings and extend their vocabulary in order to describe what they see, feel, hear, touch and taste. For example, they work out that fins help fish to balance in the water and that clams live in shells to avoid being eaten by predators.

Year 1 pupils are already developing scientific skills as illustrated by their design of a fair test to investigate the waterproofing properties of different materials when advising Paddington Bear on a new raincoat.

Pupils in Year 7 understand cell structure and can identify various organelles and their function. They use microscopes to study the differences between animal and plant cells, learn the function of the various organelles and understand how cell walls help plants become firmer when given water. Standards in Year 11 are high and the proportion of pupils who achieve A* - C grades at GCSE is much higher than the British average. Year 11 pupils research aspects of momentum and the difference between elastic and inelastic collisions prior to preparing and delivering a class presentation. At post-16, students study a range of science subjects and achieve grades that are above the UK national average.

Attainment is high across all foundation subjects and progress is outstanding. Examination results are very high across a wide range of subjects and students are successful in gaining places at the universities of their choice. Standards in Arabic language are improving.

Summary of other judgements against the BSO standards:

The quality of the curriculum provided by the school is outstanding (see Standard 1 below).

The quality of teaching and assessment is outstanding (see Standard 1 below). The school recognises, and inspectors agree, that the use of assessment can be further improved in some classes so that all pupils are set tasks that sufficiently challenge them.

Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

The welfare, health and safety of the pupils are outstanding. The school is seen by all as a very safe place in which to learn (see Standard 3 below).

The Standard for the suitability of the proprietor and staff is met. The board plays a valuable role in supporting the school's strategic development (see Standard 4 below).

The premises and accommodation meet the requirements of this Standard. They are of outstanding quality (see Standard 5 below).

The provision of Information for parents meets the requirements of the Standard. Information is of outstanding quality (see Standard 6 below).

The school's procedures for handling complaints meet the requirements of the Standard. They are of outstanding quality (see Standard 7 below).

The leadership and management of the school are outstanding. Senior leaders promote improvement in academic standards while maintaining the school's community feel that is valued so much by parents, pupils and stakeholders (see Standard 9 below).

As a result of this inspection, undertaken during November 2015, 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 this Standard. The quality of the curriculum is outstanding. It is fully aligned with UK expectations. The school's policy sets out the rationale for the curriculum clearly and the motto, 'Enjoy, Aspire and Achieve'. This permeates the learning experiences pupils enjoy throughout the school and is implemented through detailed schemes of work and well-written lesson plans.

The curriculum is broad, balanced and rich. Children in the early years investigate and explore in all required areas of learning. Excellent use is made of outdoor areas. In the primary school, the National Curriculum is delivered through what the school names its 'WOW' curriculum. Within this, planned links between subjects offer exciting, relevant and real-life experiences.

In the secondary school, rich provision allows pupils to study all the core subjects, modern foreign languages, Arabic language, Islamic Studies and creative and practical subjects. Pupils in Key Stages 3 and 4 study core subjects and options from an impressive variety. Pathways for Year 12 and 13 students enable them to study at Advanced and BTEC levels.

Regular review of the curriculum leads to ongoing improvement with a growing focus on both local and British culture and experiences. Throughout the school, teachers modify the curriculum to generate excitement as, for example, when Year 3 pupils wrote their own play scripts around

the theme of *Romeo and Juliet*. The provision for disabled pupils and those who have special educational needs is excellent. The curriculum is carefully modified yet remains challenging for these pupils. Effective use of information and communication technology (ICT) enhances pupils' learning at all stages and encourages independent learning skills.

Formal careers guidance supports pupils in their choices at GCSE, culminating in advice on university applications, interview practice and lectures from outside speakers. Pupils in Key Stage 4 also benefit from work experience.

Pupils benefit from personal, social and health education (PSHE) that enables them to explore relationship issues, healthy living and to discuss issues of the modern world. Pupils reflect and gain maturity in a supportive environment with plentiful leadership opportunities to enable them to become productive members of adult society.

The curriculum is enhanced by visits and visitors to the school. There are numerous sporting opportunities, competitive teams and the Duke of Edinburgh Award scheme. An extremely rich programme of extra-curricular activities gives pupils the opportunity to develop their interests in many fields from chess to yoga to jazz.

The quality of teaching and learning is outstanding. In core and foundation subjects, as taught regularly in British schools, pupils benefit from teaching over time that is always at least good and, frequently, outstanding.

In almost all lessons, teachers have very secure subject knowledge and develop pupils' personal learning skills most effectively. They are hardworking and committed to developing their own skills. Throughout the school, teaching assistants make a very strong contribution to pupils' progress. Teaching in the primary school and early years is particularly effective in promoting pupils' personal development, learning skills and overall achievement. Teachers have an excellent understanding of how to create an exceptionally happy and vibrant learning environment. They strike a skilful balance between discovery, play, practical activities and teacher-directed sessions. For example, children in the early years learn how to use the zoom functions of a digital camera when photographing each other in a seaside-style photographic booth. They develop vocabulary and confidence through feeling the texture of sea creatures by touching their skin or gills. Teachers' rigorous and accurate initial assessment of children's developing skills enables them to be thorough and precise when tracking children's subsequent progress. Teachers are able to plan suitable future learning opportunities.

Teachers are adept at building on pupils' experiences while extending their learning. Where they develop appealing content and ways of learning, pupils are highly engaged; they learn exceptionally well through direct, first-hand experience, asking questions and following their natural curiosity. Where pupils learn most effectively, teachers are skilful in providing sufficient structure to support pupils to learn independently.

Small class sizes help teachers to provide individual attention and lessons move at a brisk pace. Teachers have high expectations of pupils and the development and application of their learning skills becomes second nature. For example, during a Year 6 science lesson, pupils considered how the length and width of a wire might affect its ability to transmit an electrical current. They prepared their principal investigative question, devised a fair test method to check their hypothesis, recorded their results and then looked back to see if their original predictions were correct.

The quality of teaching is also a strength in the secondary school and in post-16. Where planned independent learning opportunities are created, pupils work well individually and in groups. In Year 9 history, for example, pupils discovered the contribution of Arabic scientists in the Middle Ages to modern life.

Throughout the school, lessons are well prepared and behaviour management is excellent. Lessons have good pace and little time is lost. There are superb relationships between teachers and pupils and the latter value and appreciate teachers' accessibility and support. ICT, including interactive whiteboards, is used very effectively. Teachers modify lessons well allowing disabled pupils, those who have special educational needs and those new to the school, or learning to speak English as an additional language, to make excellent progress. Teachers have high expectations. On a very few occasions, there is insufficient challenge for the most able pupils.

There is a close link between the quality of teaching and learning and the use and availability of accurate assessment information. Such information allows teachers to plan lessons that are adapted to meet the range of ability and pupil needs in class. In just a few classes, teachers do not yet consistently plan work that provides appropriate challenge.

Teachers in the primary school and Key Stage 3 are currently continuing to use National Curriculum levels of assessment. Recently introduced systems involve the more frequent collection and analysis of assessment information, enabling teachers to monitor more closely the progress of individual pupils and to provide appropriate interventions. In most lessons, teachers use questioning very well to probe individual understanding and extend pupils' knowledge. When marking work, teachers provide detailed, individual feedback and pupils respond to the comments made by adding further information. Pupils indicate that they know what to do next to improve their learning.

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

The school meets the requirements of this Standard. The spiritual, moral, social and cultural development of pupils is outstanding. The school provides a warm and welcoming community atmosphere in which pupils flourish and develop self-assurance. In the primary school, assemblies generally begin with a pupil playing an instrument and this, together with the distribution of awards and certificates, enables pupils to feel proud of their own and their fellows' achievements. Throughout the school, pupils explore ideas about personal relationships, health and issues of relevance to their age group and gain confidence in their views and in themselves. Motivational speakers in the secondary school encourage pupils to respect high achievement and to consider their own aspirations and their future.

In the early years, children learn how to share and respect each other. This teaching was remembered by older pupils who said that they developed moral values from an early age and retained a strong sense of right and wrong. Pupils consider ethical issues carefully, as shown by thoughtful essays by Year 11 pupils on whether peace is possible in the 21st century. They understand the concept of crime and punishment, a topic covered in the primary school. Older students benefit from talks given by the head of the Criminal Investigation Department and

representatives from the British Embassy, for example. Pupils become increasingly reflective throughout their time in school.

Pupils' behaviour is excellent throughout the school. In the primary school, the Magic Manners process promotes good conduct. In all areas of the school, 'e-praise' and rewards such as house points, lead to a well-ordered community based on teamwork. Leadership qualities are nurtured from an early age: there are playground friends, house captains and school councillors in the primary school and the school won the Diana Award for exceptional in-school community work. The school's President and Vice President in the secondary school are elected by peers and they, in turn, choose prefects to take positions of responsibility. Pupils enter for the British Sports Leaders' Award and they lead some of the primary sports lessons. Older pupils also mentor junior pupils. House captains organise sports events and occasions like History Day. 'Pop-up' councils and universities have been initiated by pupils in all stages of their school life. Attendance in the school is good as is punctuality to school and between lessons.

In the primary school, pupils enjoy considering what puts the 'great' into Great Britain. They think about the welfare state, suffragettes, the monarchy, Magna Carta and institutions like Parliament. They also learn about local services such as those offered by the Civil Defence.

Pupils learn to respect their own culture and that of other countries. International Week is a significant event, led by pupils, when pupils from all nationalities celebrate their identity in costume and with an enormous international buffet. Pupils learn about tolerance and justice from reading texts such as *To Kill a Mockingbird* while visits to mosques and charitable fundraising for Syrian refugees foster understanding. Pupils' horizons are broadened by opportunities to visit other countries for model United Nations debates and to find out about universities. Planned activities in school initiate dialogue, broaden horizons and cultivate pupils' respect for freedom of expression.

The school promotes a knowledge and understanding of British life from the pupils' earliest years. Year 1 pupils imagine that Paddington visits British landmarks such as Big Ben, Cardiff Stadium and Edinburgh Castle and they write postcards about what he has seen. Occasions such as the Remembrance Day observance instil respect for the British way of life. PSHE lessons and classroom debates enable pupils to discuss modern issues such as global warming and international conflict. Societies like the jazz club and the choir, Duke of Edinburgh Award activities, together with the involvement of a large number of pupils in sports teams and clubs, all serve to underline the school's British identity.

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

The school meets the requirements of this Standard. Arrangements for welfare, health and safety are outstanding. Sensitive and thoughtful induction arrangements put new children and their parents at ease. Children in the early years feel very welcome and settle in quickly. Pupils feel very safe at school and say their teachers provide outstanding academic and personal support. They appreciate their teachers' interest in them and the availability of a school counsellor.

Thoughtful and well-planned transition arrangements between the different phases of the school prepare pupils personally and academically as they move between the primary and secondary departments. Parents of pupils who have special educational needs are very pleased with the

support and guidance provided which promotes their children's outstanding progress. Careers guidance prepares pupils very well for post-school life.

The school has developed effective anti-bullying and cyber-bullying policies. In the pupil survey, a small minority of pupils expressed concern about bullying but no evidence was found when talking with pupils or observing interactions across the school. There are age-appropriate systems to promote excellent behaviour in the primary and secondary schools with due emphasis on rewarding good behavior and developing intrinsic motivation. Records are kept where pupils receive sanctions.

Admissions and attendance registers are well maintained. Procedures to monitor and promote attendance are thorough and pupils' punctuality to lessons is very good. Risk assessments are undertaken for school trips, for example to a desert camp where practical activities support pupils' personal development and their knowledge and understanding of aspects of science. There is always a member of staff trained in first aid on outside visits.

The school has a detailed policy for first aid. There are appropriate facilities for pupils who fall ill during the school day, including a well-equipped specialist medical room. Links with parents and staff over medical aspects are excellent.

Pupils are always well supervised. The security guards and controlled entrances promote safe entry and exit for all. The school has a lockdown policy and there are regular practices for evacuation.

The school takes all necessary measures to reduce risks from fire and other hazards. Fire drills are held regularly and evacuation notices are clearly displayed. Potentially hazardous substances, including chemical reagents, are very safely stored. Regular health and safety walks, undertaken by senior staff, monitor the building and lead to intervention as needed. Staff recruitment follows UK guidelines meticulously.

Safeguarding arrangements have a high priority and all staff are appropriately trained to respond to concerns. Procedures are underpinned by a comprehensive child protection policy of an equivalent standard to that expected in the UK and meet requirements in Dubai. All members of staff have undergone rigorous recruitment checks to ensure their suitability to work with children.

Pupils learn about the benefits of healthy eating and exercise. The canteen serves a wide range of nutritious, homemade, hot and cold meals. Nursing staff monitor what younger children eat from their lunch boxes and feed back to parents.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this Standard. Governance of the school is through the Taaleem group. Its education members are involved in the strategic development of the school. They spend time in school and all have undergone appropriate checks to ensure their suitability to work in a school in the same manner as school staff.

Governors are highly involved in the school and they take an active role in developing school strategy. They are part of policy development, review and evaluation. They work in partnership

with the school and ensure financing is available to support the school on a short and long-term basis. They balance the desirability of a corporate identity for the school as part of a group of schools with developing its own identity.

Standard 5. The premises and accommodation

The school meets the requirements of this Standard. The school's premises and accommodation are outstanding. There is a large, air-conditioned sports hall, a swimming pool, a well-stocked library and laboratories and rooms for practical and creative work, including a drama studio. There are sufficient outdoor play areas which afford shelter from the sun. Areas for dining are pleasant. Food is prepared, served and consumed hygienically.

The school's perimeter is well protected. The school is very clean and there is a regular and effective programme of maintenance. Corridors are wide, allowing safe movement between classes and the school has lifts to upper floors. There are sufficient, well-maintained wash rooms and facilities for the disabled. The medical area allows privacy for the care of those who become ill.

Classrooms are of sufficient size and are well resourced with interactive whiteboards. For pupils in Key Stage 1, there are areas for imaginative play in the classroom. Effective use is made of corridors and open areas for pupils to carry out independent work. Classrooms and corridors are enlivened by interesting and relevant displays and, from a young age, pupils start to use these on their journey towards independent learning. Many celebrate the life and culture of Britain and Dubai. In the primary department, for example, there are examples of British landmarks visited by Paddington Bear.

Conditions for learning in classrooms are very good. Air conditioning allows effective temperature control and acoustics are good across the school with the exception of the large sports hall. Well-proportioned laboratories support practical investigative work in science.

There is excellent classroom and outdoor space for children in the early years. All these areas are used creatively to provide a range of exciting learning opportunities.

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

The school meets the requirements of this Standard. The provision of information for parents, carers and others is outstanding. Parents are pleased with the range of information they receive through a number of sources and, in particular, the 'communicator' area of the school's website. The availability of all staff and the high visibility of leaders through the open-door policy mean that parents can always seek information. A high level of trust exists between school and families; parents value what they describe as a true community school. In the early years, there is extensive communication with parents. This starts before the children enter school and continues thereafter, forming a partnership that supports children's learning well. This approach continues as pupils move through the primary school, through diaries and email communication

between parents and teachers as well as face-to-face communication. There is comprehensive information on the school's website including regular newsletters.

There are regular open evenings in which parents can interact with teachers and discuss their children's progress. At times of transition, and when pupils are choosing options or beginning the process of applying to university, there is extensive involvement of parents. Such events are well attended.

School reports are produced regularly and are of high quality. They provide detailed information, not only about pupils' progress but also background information about what is taught and an explanation of the grading systems used. There is no opportunity for parents to comment on the reports themselves. There are regular workshops for parents on matters relating to teaching and learning as well as regular coffee mornings with the Principal. There is a parents' group that promotes both social activities and raises funds. Parents form a nucleus of the school's advisory board. This group acts both as a sounding board for the school's leaders and governors and a link between home and school. It has rightly planned approaches to increase its profile to all parents.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this Standard. The school has a detailed complaints' policy that is fully aligned with what is expected of British independent schools. It outlines a staged approach to dealing with complaints and focuses on dealing with matters at the earliest opportunity. Parents in the school indicate their appreciation of the school's open-door policy and the accessibility of senior staff. As a result, there has only been one formal complaint in recent years and procedures were followed appropriately.

Standard 8. The quality of provision for boarding

There is no provision for pupils to board.

Standard 9. Leadership and management of the school

The school meets the requirements of this Standard. The quality of leadership and management in the school is outstanding. It is forward-looking and collaborative. Together, leaders of all phases, along with governors, work with the Principal to establish a clear vision for the school. Aspiration, excellence and enjoyment are the key components of this vision. The school is committed to providing equal opportunities for all and addresses discrimination well through leadership actions and the curriculum. The school is successful in achieving its vision and combines very well its support for pupils with a family atmosphere of trust and friendship with the rigour required for academic and sporting excellence.

Pupils and parents trust the school's leaders and value their openness and availability. New staff comment favourably about how they are welcomed and supported professionally and personally on arrival to make an effective input to the school. Staff are well qualified. They feel involved and a number take on additional leadership roles to enhance their careers and contribute to the

school's development. Their involvement ensures they feel that they can influence the school's direction and this helps to diminish staff turnover.

Through the system of school governance, members of the Taaleem board work closely with the school. Each year, one member attends all meetings of the school's advisory board and the Principal reports monthly to the chief executive officer. In addition, board members are regularly in school, working with senior leaders and supporting developments. In this way, they are highly engaged and know the school very well. They are positioned well to ensure that emerging needs are identified quickly and that requisite funds are made available in a planned manner. Board members are part of the policy-making group and are also directly available to parents. They oversee a meticulous approach to the safeguarding of pupils. They form a very effective partnership with the school and support strategy and development, while balancing the need for autonomy of the school itself. Members of the board appraise effectively the performance of the Principal.

School leaders know their school exceedingly well. There are regular reviews in all aspects of school life. A high level of attention is rightly given to what happens in the classroom and to the progress and performance of pupils of all abilities and at all stages of their development. Senior leaders are supported by others with responsibility for year groups or subjects in the school to monitor and support teachers in their classroom practice. They regularly carry out lesson observation and scrutiny of pupils' work, often alongside senior leaders. There has been particular attention to providing opportunities for staff development involving attendance on courses. Increasingly, the emphasis is on collaborative activity within school where teachers learn from joint planning and assessment of activities, coaching and joint research. This is proving highly effective and is motivational and popular with staff. Performance management integrates school and personal development highly effectively. The leadership of provision for disabled pupils, those who have special educational needs and for children in the early years is outstanding.

The school has accentuated its focus on data as a basis for ensuring that pupils and teachers have high expectations for success and for monitoring and tracking progress. Pupils from varying backgrounds frequently arrive in or leave the school. It is therefore important for leaders to analyse carefully data and assessment information collected about pupils, with close reference to the time they have spent in school. The school is rightly proud of its use of data and aware of where it needs to refine its systems. The school is extending its testing to ensure it sets the highest possible standards by comparing its results with age-related international norms.

Formal school self-evaluation is undertaken regularly and provides a reliable basis for school planning. The current school development plan has five well-chosen priorities. These are drawn up in conjunction with the school's governing body and are suitably funded. For example, finance is allocated to replace the outside football pitch. The overall school development plan informs, but does not limit, the working plans within the different phases of the school..

Compliance with regulatory requirements

Dubai British School 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:

- Embed the use of assessment in the classroom so that it is used consistently to plan lessons that challenge pupils and promote optimum learning for all.

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	NA			
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school	Dubai British School
Type of school	Day school
Date school opened	2005
Age range of pupils	3-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1087
Number on roll (part-time pupils)	0
Annual fees (day pupils)	AED 41,174-61,761
Annual fees (boarders)	Not applicable
Email address	reception@dubaibritishschool.ae
Address of school	Dubai – Emirates Hills – Springs 3
Telephone number	04-3619361
Headteacher	Mr Mark Ford
Proprietor	Madaares PJSC & Madaares Management Ltd

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. Education Development Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the office for Standards in Education, Children's Services and Skills (Ofsted). Education Development Trust is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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