

Nord Anglia International School Dubai

British Schools Overseas Inspection Report

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Age Group: 3 - 18
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Purpose and scope of the inspection

The purposes of BSO 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.

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

Established in September 2013, Nord Anglia International School Dubai is a private, multicultural day school. It is part of the Nord Anglia group of schools and referred to within the group as NAS, Dubai.

It is a large school which has grown significantly since the time of the last BSO inspection in March 2017. The school now offers a post-16 phase. There are 2130 pupils on roll aged from three to 18 years. The school has identified 284 pupils (13%) who have some form of special educational need and/or disability (SEND). Currently, 25 pupils (1%) receive support for learning English as an additional language (EAL).

The school comprises pupils of 75 different nationalities, speaking 25 languages. The largest cohort of pupils have British backgrounds.

During the COVID-19 pandemic the school closed for a short period and remote learning was immediately provided. The school also had a period of blended learning with pupils opting to be in school and/or access learning remotely.

The school broadly follows the English early years foundation stage (EYFS) and the English national curriculum, adapted to meet the needs of its international pupils. Pupils are presented for GCSE examinations at the end of the secondary phase (key stage 4). In the post-16 phase of the school a range of alternative pathways and examinations can be selected including the International Baccalaureate (IB) Diploma Programme, BTEC qualifications, High School Diploma and for the first time this year A-level courses. Almost all pupils go on to further education, mostly to UK, US and European universities.

The school has been accredited to deliver the IB. Currently the school has links with Nord Anglia University and full membership of organisations including the British Schools Middle East (BSME), Council of British International Schools (COBIS) and The National College.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed in October 2021 and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 57 lessons. Several were jointly observed by an inspector and a senior member of staff. There were 29 meetings which took place with leaders, teachers, pupils, parents and carers and members of the school's Advisory Council.

At the time of the inspection the Knowledge and Human Development Authority of Dubai (KHDA) was conducting pilot evaluations for a new framework. Most discussions, led by BSO inspectors, were attended by KHDA evaluators. Otherwise, the work was carried out separately.

Mock iGCSE examinations were taking place throughout the BSO inspection. Consequently, no Year 11 lessons were observed.

Inspectors scrutinised pupils' work in books and produced digitally. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were inspected. The views of parents, pupils and staff were also considered.

Evaluation of the school

Nord Anglia International School Dubai is an outstanding school and provides an outstanding quality of education for pupils from Nursery to Year 13.

The school meets all the standards for British Schools Overseas except those which it is precluded from meeting because of legislation in the United Arab Emirates. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

In response to the COVID-19 pandemic, a highly effective distance-learning programme maintained pupils' outcomes in almost all phases and subjects. Support offered to pupils ensured equity of access to online learning. Outcomes in early years and key stage 1 were temporarily affected but pupils have now caught up. Practical science, team sports and swimming were also affected. Identified attainment gaps have been addressed and closed.

In **English**, pupils across the school make outstanding progress. The standards attained in tests and examinations are well above England and international averages at the end of the primary phase and in iGCSE and IB examinations.

Most children join the school in Nursery classes with skills in English language and communication that are typical for their age. Almost all children meet, and a high proportion exceed, the early learning goals in reading, writing, communication and language by the end of the Reception class. Due to the impact of COVID-19, outcomes in the early learning goals dipped in 2020. Current standards of achievement are again at outstanding levels. Children express their ideas confidently with accurate spoken English and capably retell their own versions of favourite stories such 'The Three Billy Goats Gruff'.

Across the primary phase, pupils deepen their understanding of English and acquire an extensive vocabulary. They develop a love of reading and write ably for a range of different purposes. They read a range of challenging books with confidence and enjoy researching topics that interest them. By Year 3, almost all pupils can read a wide range of texts, such as magazine articles, fiction and non-fiction. Year 6 pupils competently read abridged British novels such as Sherlock Holmes' 'The Hound of the Baskervilles'. Their critical interpretation skills are well above UK expectations. By the end of Year 6 the proportions of pupils who attain expected and higher standards in reading and writing far exceed averages for pupils in England.

In secondary, pupils continue to make outstanding progress and reach standards in iGCSE examinations which far exceed English national averages in language and literature. By Year 8, almost all pupils achieve high levels of understanding of a wide range of complex reading resources from poetry to classical literature and from Shakespeare to 1950s advertisements. As they progress through the secondary phase pupils' wide-ranging vocabulary and understanding of grammar help them to write analytically and precisely. In extended writing pupils impressively draw intelligent conclusions from language and literature texts and comment thoughtfully on tone and style.

Sustained and rapid progress is made by students in the sixth form and consequently they attain outstanding levels and exceed world average outcomes. By Year 13 they demonstrate advanced skills of analysis and comprehension. They explore the meanings of texts such as 'A Streetcar named Desire' by Tennessee Williams and William Blake's 'Garden of Love' with sophisticated use of quotations to support analysis.

Attainment and progress in **mathematics** are outstanding across the school.

Children make an excellent start in the early years. From typical starting points for their age, they make outstanding progress. Mathematical concepts are introduced through practical activities and reinforced through problem solving. Children explore patterns and number sentences, confidently adding and subtracting within 10. Most children also develop an excellent understanding of shape and measure.

Across the primary phase, pupils develop mathematics through increasingly challenging activities. They make outstanding progress across the primary phase and their attainment in standardised assessments in Year 2 and in Year 6 is well above averages for pupils in England. Understanding of number and calculation is a strength. Year 6 pupils used technology to tackle challenging mixed-number fraction problems confidently. A focus on developing conceptual understanding and accurate use of mathematical vocabulary ensures that by the end of key stage 2, almost all pupils can apply their learning to complicated real-life problems and explain their answers clearly.

Pupils continue to make outstanding progress in the secondary phase. In iGCSE examinations, they achieve well above averages for pupils in England. In almost all lessons, they develop a wide range of mathematical knowledge, skills and understanding. This is reinforced and developed through solving increasingly complex problems. Pupils often work collaboratively on complicated problems and explain their answers using algebraic and arithmetical language.

In the sixth form, students make outstanding progress and achieve high standards. Increasingly students take greater responsibility for planning their learning, setting targets and meeting them. Students are well prepared for examinations and work with perseverance and determination to exceed UK and world averages.

In **science**, pupils across the school make outstanding progress in relation to their starting points and reach very high standards that are well above averages for pupils in England and international averages.

In the EYFS, almost all children achieve, and a high proportion exceed, the early learning goals for understanding of the world. They learn to handle different materials confidently and develop excellent investigative skills. Children observe the natural world and make deductions. In a Reception class, children observed shadows and understood how and why objects that are transparent and translucent produce different shadows.

Pupils in primary make strong progress, usually from above-average starting points. By the end of the phase, the vast majority exceed the English national-curriculum expectations in science for their age. They form hypotheses, design and carry out experiments and review results confidently.

Their excellent use of scientific vocabulary enables them to articulate their understanding accurately. Pupils learn the importance of precise measuring and recording and what constitutes a fair test. During the inspection, Year 6 pupils responded with exemplary answers to teacher questions on the experiments of British scientist Edward Jenner and whether testing just one person would be scientifically valid.

In secondary classes, pupils continue to make outstanding progress and results in iGCSE are well above England and international averages in biology, chemistry and physics. Pupils can apply their knowledge and understanding successfully. This was exemplified in a Year 9 chemistry lesson on the structure of the atom. Pupils worked with a high level of independence, completing challenging tasks that developed their critical thinking.

In the sixth form rapid progress continues and students attain examination results considerably higher than in schools in England and well above international averages. Students develop excellent skills in scientific processes and gain a deep understanding of the different science subjects. In Year 12 biology, students explore the issues and debates surrounding climate change. They carry out independent research and gather information on changes to climate and biodiversity. When presenting their work students provide exemplary, well-informed answers to questions asked by their peers and teachers.

As well as achieving very highly in core subjects, pupils achieve outstanding examination results in all 29 iGCSE subjects and 21 IB subjects. Exceptional provision ensures that all groups of pupils, including those with SEND and/or EAL, make outstanding progress and achieve highly.

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 overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (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 meets the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during November 2021, the school has demonstrated that it meets the Standards for British Schools Overseas 2017 except for those standards that cannot be achieved legally in the United Arab Emirates. The school's provision prepares pupils well to enter or re-enter the UK independent school system. 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 standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010

The **curriculum** is outstanding. It offers exceptional breadth and depth, allowing pupils to excel in a wide variety of disciplines and subjects, academically, creatively and personally.

The school broadly follows the English EYFS curriculum in Nursery and Reception and the English national curriculum from Year 1 to 9, adapted to meet the needs of its international pupils and the requirements of the United Arab Emirates. The curriculum makes effective use of the immediate environment and the resources available in the local community. Pupils from Year 9 onwards can select from a wide choice of subjects and follow the requirements of iGCSE examinations. In the post-16 phase the school offers an exceptionally flexible and wide range of alternative pathways and examinations including the IB Diploma Programme, BTEC, High School Diploma and, for the first time this, year A-level courses.

The curriculum is enhanced by a relationship with the Massachusetts Institute of Technology, joint dance, drama and music work with the Juilliard Centre for the Performing Arts and Nord Anglia's own Global Campus online learning platform. The curriculum also offers a wider than typical range of sports and languages.

Across all phases the curriculum is expertly planned to engage and motivate pupils. Where appropriate, curriculum plans carefully link subjects and phases to add to pupils' learning experiences. Curriculum mapping ensures continuous progression. The curriculum is skilfully adapted by teachers to provide all pupils with equal opportunities to succeed. All pupils are very well prepared for the next stage in their education and entry or re-entry into the UK education system. Excellent careers advice is provided for secondary pupils by well-qualified and experienced school advisors.

The IB philosophy permeates the curriculum across the school. As a result, pupils take responsibility for their learning, work independently and think for themselves. Pupils have opportunities to work collaboratively, take risks and reflect on their learning. The curriculum has real-world relevance and promotes innovation. Pupils contribute to the regular review of the curriculum. Their input has led to adjustments with measurable impact and increasingly creative and imaginative learning opportunities. The introduction of A-levels, for example, was the result of pupils' requests.

Across all phases the curriculum successfully promotes an understanding of British culture, history and significant events. Notable British institutions like the Royal Family are discussed and special days such as Remembrance Sunday observed.

Pupils are taught about age discrimination and age-related rights in the UK. In school, age is no barrier to gaining qualifications with pupils' ability rather than age the determining factor. In 2021, 70 pupils from primary upwards were entered early for iGCSE examinations.

A dedicated equality, diversity and inclusion (EDI) champion and EDI pupil leaders play a significant part in shaping the curriculum. They ensure that cultural diversity is celebrated in the curriculum and prejudice proactively challenged. Year 13 pupils identified the need for more equal gender representation in the curriculum. Pupils understand equality, diversity and inclusion at an increasingly deep level. All three are systematically woven through the curriculum, making them part of 'the school's DNA', rather than featuring occasionally as add-on events.

A large range of well-organised enrichment programmes further support the development of pupils. These include visits within the UAE and overseas, external speakers and opportunities to participate in competitions. A very wide range of extra-curricular activities allows pupils to extend their learning beyond the school day. Uptake of these by pupils is high.

The school's responses to the COVID-19 pandemic were remotely evaluated in 2020 by KHDA. The school's virtual provision was given the top grade of 'developed'. KHDA especially praised the school's effective use of technology in delivering the curriculum. The support offered to pupils to provide equity of access to the distance-learning programme was also noted.

The quality of **teaching, learning and assessment** across the school is outstanding. The school meets this BSO standard. Highly effective teaching enables all pupils to make strong progress in acquiring knowledge, skills and understanding across the curriculum. The school maintained these standards during the pandemic. KHDA's remote evaluation noted high-quality, interesting and engaging learning experiences.

In the early years, teachers nurture children and enable them to develop confidence in a safe and stimulating environment. Teachers skilfully plan imaginative and vibrant learning activities. They successfully develop children's independence, critical thinking, and problem-solving skills and ensure that all children make rapid progress towards the early learning goals.

Across the school, teachers have excellent subject knowledge and a detailed understanding of the English national curriculum as well as secondary and post-16 public examinations. They have a strong understanding of how pupils learn most effectively. Teachers do their utmost to help pupils succeed academically, creatively and personally. Relationships at all levels in the school are excellent and make a significant contribution to the effectiveness of teaching. Lessons are planned with clear objectives and teachers share success criteria at the start of learning. They revisit technical and subject-specific vocabulary frequently and often provide useful glossaries. Teachers give pupils clear explanations and question them expertly to deepen their understanding. They use a range of good-quality, age-appropriate resources such as practical equipment, video clips and digital technology to stimulate pupils' curiosity.

Teachers use a wide range of styles and strategies, typical of those commonly used in Britain, to motivate pupils and meet their needs consistently. They know their pupils extremely well and have high expectations of them. Teachers expertly adapt lessons to provide appropriate extension for most-able pupils and accelerated progress for those who fall behind, those with SEND or those requiring EAL support. Skilful input from teachers, learning support assistants and external specialists ensure that all pupils make excellent progress in their personal and academic skills.

In all phases pupils are highly motivated to achieve well and they demonstrate a positive work ethic. Their collaboration in lessons is highly successful because they listen respectfully to one another and build on collective contributions. Pupils are courteous and sensitive to the needs of their peers. They are encouraged to take ownership of their learning by reflecting on their work and setting their own targets. This is a strong feature of the school's approach to learning. Learning is supported through the well-developed use of technology. Pupils are highly skilled in the use of digital tools which they use to complete tasks, research and assessments. Teachers' and pupils' strong digital skills contributed to the school's success in maintaining high-quality online learning and assessment during the pandemic.

Assessment practices are well developed, consistent and robust. Teachers address any misunderstandings or errors swiftly and make sure pupils know how to improve their work. Pupils take pride in the presentation of their work and respond to the written and oral feedback they receive from teachers.

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

The school's provision for spiritual, moral, social and cultural development is outstanding.

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi) of the UK Equality Act 2010 that cannot be met due to the laws of the host country. The school's provision promotes respect for all people, paying particular regard to the protected characteristics of age; disability; race, religion or belief; pregnancy and maternity. Those characteristics which UAE law precludes the school from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation.

Nord Anglia International School Dubai is exceptionally inclusive. It has a highly effective school-wide inclusion policy and dedicated inclusion champion. Additionally, pupil- inclusion champions support the needs of peers and their campaigns have led to improved facilities and greater school awareness of disability needs.

EDI champions initiated an audit of the library to ensure that books are inclusive, free of bias and representative of the school community. They are currently taking the same approach with all other school resources. Secondary pupils asked to explore the human- rights movement Black Lives Matter and were supported in doing so. They spent four days focusing on the subject, sharing experiences and feelings through discussions and presentations. Teachers and leaders commented on them being some of the most moving, memorable and informative sessions they had ever attended.

The school demonstrates equality by providing both maternity and paternity leave. Learning about pregnancy and maternity takes place across the curriculum at age-appropriate levels, younger children learning, for example, through role play. Age-appropriate books and selected materials also support learning about pregnancy and maternity.

Curriculum programmes, moral education lessons and assemblies are used to foster the spiritual development of pupils. Islamic values are well understood and help prepare pupils for citizenship of the UAE. Real-world moral and ethical dilemmas are fundamental to the school's curriculum, enabling pupils to develop a strong moral compass. At an age-appropriate level pupils have a clear understanding of right and wrong and a well-developed sense of core principles such as fairness and honesty. They lead work on anti-bullying through role play, mindfulness and positive reflection.

In all classes across the school pupils demonstrate self-discipline and responsible attitudes. They are respectful and caring of each other and their teachers. Pupils' exemplary behaviour, their positive attitudes to learning, the relationships they build and the support they provide for one another play a significant part in supporting their well-being. Discriminatory and racist language and actions are not tolerated. On the very rare occasions when incidents happen, a very firm line is taken, in keeping with the school's behaviour policy.

Pupil self-esteem and awareness of how to live a healthy life are developed through a wide range of programmes and guest speakers. For example, Dolores Al Shelleh, the first woman from Jordan to reach the summit of Mount Everest, inspired confidence in pupils and raised their aspirations with her accounts of personal triumph and resilience.

Pupils take seriously their responsibilities around issues of sustainability and the environment. They make wide-ranging contributions to their school and society through their commitment to the United Nations 17 Sustainable Development Goals and their extensive philanthropic work. Pupils drove the ban on single use plastic in school. Expeditions to Tanzania, Thailand and Malaysia include support for communities and provide pupils with a broader understanding of wider and global issues.

British values permeate the school's work and pupils have a strong understanding of democracy. Representatives to the student council are elected and younger pupils understand the process. For example, a pupil explained that their school was democratic '...because here we can make choices about things'. British values and views are always discussed through balanced argument.

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

The school meets the requirements of the standard and the regulatory requirements and cultural obligations of the host country. The school makes outstanding provision for the health, safety and welfare of all pupils and for their protection, including online security. Pupils in all phases feel safe, known, cared for and valued.

The school has adapted the UK safeguarding regulations to ensure that Dubai health and safety protocols are fully incorporated. Safeguarding arrangements are rigorous. They meet Nord Anglia's local and UK expectations and are regularly reviewed. Child-protection training is offered to staff in multiple languages. A highly skilled safeguarding team, including the full-time doctor and four qualified nurses, ensures early intervention so that pupils are well supported and cared for. The school has a robust system to address attendance and punctuality. Attendance rates, firmly

maintained even during remote and blended learning during the pandemic, are high at 97.7%. This ensures that pupils are both safe and able to maintain maximum progress.

The school has a very effective health-and-safety team that responds quickly to identified risks and is supported by an external team from within Nord Anglia. The medical team conducts all the required checks in school and helps to ensure that the school is fully compliant with UAE guidelines on COVID-19 management and the UAE vaccination programme for pupils and staff.

Following distance learning, and prior to pupils return to the classroom, the school shared with parents the Dubai authorities' requirements on how to safely reopen schools. This outlined the use of masks, social distancing and safe-capacity rules. A video was also sent to parents and pupils indicating safety measures to be taken, such as a one-way system, what classrooms would look like and how pupil bubbles would work. Parents believe the school's measures to keep their children safe and healthy during the COVID-19 pandemic were 'superb'. Everyone entering the school continues to be temperature checked using thermal imaging software.

Provision for inclusion and for well-being is outstanding. Procedures for the identification of pupils with SEND and those who have gifts or talents are excellent. The highly dedicated, well-qualified and extensive inclusion team ensures that identification procedures are very secure and that teachers are well supported and suitably trained. High-quality and detailed personal education plans ensure that pupils with SEND reach their full potential. Outstanding inclusion provision, support and monitoring of progress continued when online learning took place during the pandemic.

The welfare of pupils and staff is a priority and the attention given to the well-being and mental health of pupils, staff and the wider school community is exceptional. This was also the case during and after the COVID-19 lockdown. Pupils living with medical conditions and those recently diagnosed are teamed up with staff and older pupils with similar conditions for support and reassurance. Trained counsellors are available to support pupils and the school has also provided external training for 25 student peer listeners. Pupils know that any concerns they have will be dealt with sensitively and addressed effectively. Heads of year coordinate the KHDA well-being census and use the responses, as well as data from national surveys, to determine focus areas, training for teachers or the introduction of external resources to enhance pupils' well-being. A team of sixth-form students act as well-being ambassadors and following their findings, they have designed and created their own well-being centre.

Health and safety policies are rigorous and regularly reviewed. Security levels around the school are very high. Fire regulations are met in full and there are regular fire practices. Lockdown regulations are strictly enforced in line with UK regulations. Staff are trained in fire safety, risk assessment and first aid. Sixty-six members of staff are trained first aiders. Pupils say they feel safe coming to school and this is also reflected in recent pupil surveys.

Current construction work is conducted under the strictest security and safety regulations and there is no access to the building site for staff or pupils. Rigorous risk assessments have been undertaken to ensure the safe arrival and departure of pupils during these large-scale

construction works.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the Standard.

Arrangements to ensure the suitability of all staff are robust. All required checks on current and new staff members are carried out to ensure that staff are suitable to work with children. The school keeps a comprehensive record of all staff working in the school and checks made. No staff or cover staff are allowed to start work in the school until all the relevant checks have been completed. As part of a corporation of schools Nord Anglia Dubai does not have a proprietor. Suitable checks are carried out on all leaders. Visitors to the school wear badges to indicate this and are escorted when on the school premises. No external contractors are allowed on the site while any pupils are in school. All aspects of staff recruitment and vetting are led by a highly qualified and effective team in the school and are subject to quality-assurance checks by senior staff and audits conducted by Nord Anglia.

Most teachers have British teaching qualifications. All are well qualified and have subject or phase specialisms. Staff benefit from high-quality training and professional development in school. They also have access to a range of external courses to build on their knowledge and skills and the opportunity to gain further qualifications. All teachers complete at least one Nord Anglia University module of their choosing each year and contribute to a learning-focused community.

Standard 5. The premises and accommodation

The school meets the requirements for this BSO standard.

The school premises, located on one large site, are exceptionally well maintained and cared for by pupils and staff. Although the school is eight years old, it looks like a brand-new building. The school is spacious, well resourced, and provides stimulating and safe learning spaces for all pupils. The original building has been extended to include a three-storey English, arts and humanities wing and currently another building phase is underway at the furthest end of the site.

The creatively designed school building provides a wide range of facilities to fully support an outstanding and broad curriculum. A splendid and inviting atrium greets everyone on arrival at the school. Almost all classrooms are spacious, bright and airy. So too are the corridors and ground floor areas that accommodate art galleries and large display spaces that celebrate pupils' achievements, enhance the learning atmosphere and provide inspiration for further learning.

Facilities include a state-of-the-art auditorium, open-plan art studios, design technology centres, performing arts spaces and a dedicated sixth-form centre. Planned indoor and outdoor learning spaces support learning by allowing the younger pupils to move independently between learning environments. Extensive sporting facilities encourage pupils' participation in physical education.

Excellent indoor and outdoor facilities include four swimming pools (temporarily out of use due to government COVID-19 restrictions), two gyms, dance studios, an international standard rugby pitch and netball courts. Extensive shaded areas protect pupils from excessive heat and exposure to sunlight. Ramps and lifts allow ease of access to all levels of the school for pupils and visitors with physical requirements. Pupils with complex needs have access to dedicated washing, changing and toilet facilities in all three medical clinics as well as disabled toilets located in the building.

The school has fully implemented the Dubai authorities' requirements for safely managing COVID-19. Entry points to the building are staffed by security guards who maintain a register of visitors. They complete the necessary COVID-19 related checks, including checking the vaccination status and results of COVID-19 tests of visitors entering the building. Social distancing and safe-capacity rules are carefully followed. In early years, spaces are divided to ensure an even spread of children. One-way systems have been set up throughout the building. Sofas and relaxation areas have been removed to prevent the congregation of pupils.

Generous quantities of high-quality resources support every subject, ensuring that the curriculum can be delivered in full. Teachers use resources to their best effect so that pupils develop excellent knowledge, understanding and skills. The school libraries are very well resourced with carefully selected fiction, non-fiction and books to support learning for the full range of languages taught in school.

Pupil-led initiatives have increased the efficiency of the building, reduced costs and support the school's global sustainability agenda. For example, 31 new drinking water fountains, which are motion-sensor triggered, allow pupils to refill drinking vessels. These machines calculate water dispensed and to date, they have saved the use of approximately 687,798 500ml plastic bottles.

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

The school meets the requirements of this BSO standard. The school's website has details of how to contact governors and leaders. It contains all required policies and information about procedures, including those relating to safeguarding, complaints and behaviour.

Parents are almost universally supportive of the school and value its inclusive nature. Parent surveys and discussions with inspectors reveal that reasons for choosing this school included the visible upholding and practising of British values such as democracy. They like the fact that rules are based on diversity, equality, respect for the views of others and religious beliefs.

The vast majority of parents say that they are well informed about all that is happening in school and the progress their children are making. They value the twice-yearly reports they receive on their children's progress. The reports provide grades and records of attainment and a personalised, detailed evaluation of each individual child's progress. When concerns about progress or attainment arise, teachers are swift to approach parents to discuss them.

Frequent communication with teachers has increased during the COVID-19 lockdowns and parents believe that it is now better than before. For example, pupil progress meetings used to be in person with changes from one teacher to another with short time slots; now all appointments are for guaranteed times via a social-media platform.

Another improved feature is the frequency of 'Town Hall' sessions. These sessions are now virtual and provide parents with information on a rotational basis. For example, a recent online Year 11 'Town Hall' was attended by senior leaders and heads of year. They provided parents with information about mock examinations, examination board stipulations for 2022, careers advice and updates on the new facilities. Fortnightly newsletters inform parents of the schedules for the following two weeks as well as providing information about the successes and achievements of pupils.

The school actively seeks the views of parents through regular surveys and discussion groups and acts on suggestions when appropriate. Informal dialogue takes place with parents and helps the school to improve and enables prompt intervention where necessary. Parents say that the school's staff are still very accessible despite COVID-19 restrictions preventing most parents from entering the school building. Parents feel that they are listened to and their views valued. They say that the school responds effectively to all reasonable requests for information and to any concerns they may have.

Almost all parents who responded to the parents' survey say that their child enjoys coming to school, is safe and cared for and that the school is well led. They also report that teachers genuinely care about their children. One parent spoke movingly about a time during the pandemic when the school responded to the personal experiences of a pupil during a family bereavement. 'During the last two years they have gone the extra mile to make our children's lives safe and happy.' Evidence from this inspection endorses their views.

There are extensive and growing links between the school, the local community and organisations further afield. These involve international associations, multinational organisations and businesses. The outstanding partnerships developed with parents and the wider community contribute strongly to pupils personal, academic and creative development.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this BSO standard.

The complaints policy is on the school's website. It is annually reviewed and updated and provides parents and pupils with clear guidance on how to raise concerns and the procedures that should be followed. School leaders are keen to listen to any concerns and are quick to resolve any issues before they escalate into formal complaints. Parents and pupils are positive about leaders' rapid response to any concerns.

Since the school opened there have been few formal complaints. All complaints are exceptionally well documented and only a few become formal complaints. The policy allows for an external panel

to review the most serious complaints. In the few instances where this has been necessary, leaders were quick to respond and issues were suitably resolved to parents' satisfaction.

Standard 8. Leadership and management of the school

The school meets the requirements of this standard. Leadership and management across the school are outstanding. Leaders ensure that the BSO standards are consistently met.

The highly effective senior leadership team ensure that the school's vision, ambitions and ethos are understood by all. Together senior leaders epitomise the school's mission: 'Everyone at NAS Dubai believes that there are no limits to what we can achieve for ourselves and for others.' Care and compassion for all, personalised learning and centring the learning on the child are priorities. Senior leaders listen to and respond to pupils, staff and parents with openness and respect. They have high expectations, strive for consistency and avoid any complacency.

Leaders at all levels responded rapidly and highly effectively to the challenges of the COVID-19 pandemic. Nord Anglia Education and KHDA recognised the high-quality leadership. The school seamlessly adapted teaching and learning to provide a highly successful programme of online lessons and support for pupils, staff and parents.

Relationships between leaders are collegiate, highly positive and professional. Systems for communication are excellent and ensure that the views of all stakeholders are considered during decision making. Pupils have a growing voice in the school and are supported in bringing about changes, especially in the curriculum.

Leaders at all levels have a shared vision which leads to highly inclusive practice and provision. They are committed to inspiring success in every child by providing an exceptional curriculum that engages all pupils and provides opportunity for them to follow their talents, interests and academic aspirations. The school seeks to adapt to the needs of the child to ensure a personalised path to success for all. Leaders ensure that there is equality, diversity, inclusion and respect for all people. At all levels leaders have a deep-rooted understanding of how to keep children safe in education and the well-being of pupils and staff is given high priority. The importance of the school community is understood and so leaders worked hard to keep the community close during lockdown.

Governance is provided at a corporate level by Nord Anglia Education and locally by the Advisory Council. The corporate board has very secure systems of checks and balances to assess the effectiveness of the school. Advisory Council members have specific responsibility for inclusion and EDI and for areas related to their expertise and interest. The separate responsibilities of the governors and the school's professional leadership are understood and respected. Collectively governance has a highly effective oversight of the school's work. It ensures that the school operates legally, has clear financial policies, maintains high standards and manages the school's continuing growth well. Governance provides strong support, focused challenge and appropriately holds senior leaders to account.

Leaders know their school exceptionally well. Analysis of data is extensive and used effectively to identify key areas for development. This supports detailed and reliable self-evaluation and leads

to an accurate view of the school's effectiveness. Areas for development are systematically identified by leaders at all levels. School strategic planning demonstrates a drive for further improvement and the implementation of innovative practices appropriate to the needs of pupils learning in the 21st century.

Rigorous recruitment and high retention of staff allow the school to build capacity and maintain high standards. This is especially successful because of the school's commitment to developing existing staff to become future school leaders. Teachers say the school is 'a genuinely decent place to work,' and 'It's innovative.' Aspiring leaders can shadow a senior leader, take on a temporary area of responsibility and gain leadership qualifications. Senior leaders are said to be readily available and easily assessable.

Thorough and robust quality assurance processes are in place to monitor and track performance. Observation of teaching in lessons is regular and used to give well-focused feedback to teachers. If teachers do not maintain the high standards expected by leaders, they are coached and monitored more frequently. Performance management and appraisal is a supportive and reflective process leading to personal development and raised aspirations.

The school continues to expand rapidly. Leaders have appropriately delegated widely to increase middle-leadership capacity, comprised of heads of departments, subject and year heads. The distributed leadership is overall highly effective. Aware of minor inconsistencies in middle leadership, senior leaders carried out an audit to identify strengths and precisely pinpoint areas in need of strengthening. Plans are already in place and work has begun with personalised coaching and support where needed.

The day-to-day management of the school is highly efficient. Leaders at all levels ensure that the facilities and resources are of an exceptionally high quality and staff members are appropriately qualified and deployed affectively.

Early years provision

The early years provision caters for children from three to five years. Most children start school with English language skills typical for their age. A minority are bilingual and a few have limited or no English. Immersed in a language rich environment, all children rapidly develop their language skills and communication. Skilful and experienced teachers help children to settle very quickly into the school and support them in making rapid progress in all areas of learning and personal development. By the end of Reception, the proportion of children who reach a good level of development is above the national average in England.

Children develop delightful personal relationships with other children and with adults and this helps them to gain self-confidence and independence. Children are very well behaved, are kind to each other and eager to learn. They remain focused and on task for extended periods of time because learning is both challenging and fun. Significant emphasis is placed on developing children's spoken language and vocabulary.

Teachers use a range of assessment opportunities and rigorously track and monitor children's progress. Adults know the children well, enabling high-quality planning that is based on children's

interests and individual needs. Generous staffing allows adults to support child-initiated learning skilfully both inside and outside the classroom. By the time they leave the early years almost all children have been well prepared for the next stage in their learning in the primary phase.

Leaders of early years are ambitious, energetic and passionate about children's learning. They are vigilant in maintaining academic standards and high levels of care and safety for children. Positive partnerships with parents are valued and significantly help to ensure the best possible start for the children's learning journey.

Sixth form provision

The sixth-form provision is outstanding. The school offers an exceptionally wide range of subjects and flexible pathways which support students in pursuing their individual talents, interests and academic aspirations. Students can select examinations from the IB Diploma Programme, BTEC, High School Diploma and, for the first time this year, A-level courses. Outcomes are exceptionally high across the full spectrum of subjects.

Leadership and management of the sixth form is outstanding. Leaders ensure students are well supported in their academic, social and personal development. Students take full advantage of the excellent opportunities offered to them and demonstrate excellent attitudes to learning. They are focused, conscientious, and determined to achieve the targets they have set themselves. Most have leadership roles and make positive contributions to the school and wider community. Their behaviour is exemplary, mature and self-regulated. Along with being confident, articulate and often passionate leaders, they are excellent role models for younger pupils.

Teachers have outstanding subject knowledge and are very familiar with the requirements of all relevant examinations. Positive relationships with students and high expectations contribute to the effectiveness of teaching and excellent student outcomes. Teachers frequently facilitate students' learning. Their skilful questioning probes understanding and challenges thinking. Teachers rigorously track and monitor students' progress.

There is excellent support and guidance regarding university applications, interviews, auditions and placements. Most students go on to attend universities in the United Kingdom, the United States of America or Europe.

Compliance with regulatory requirements

Nord Anglia International School, Dubai meets all of the required standards except those that would be in breach of the host country's laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

The school has no significant areas for improvement against the BSO standards. Nevertheless, senior leaders have identified some aspects of middle leadership that they want to strengthen. For example, they are determined that any inconsistencies in the quality of teaching are identified quickly. The school continues to grow rapidly, both in enrolment and the physical learning space. Given this context, senior leaders recognise the importance of securing even greater consistency in middle leadership so high standards can be maintained.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
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Leadership and management

Overall effectiveness of leadership and management	X			
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School details

Name of school

Nord Anglia International School,
Dubai

Type of school

Early years, primary, secondary and
post-16

Date school opened

September 2013

Age range of pupils

3 to 18 years

Gender of pupils

Mixed

Number on roll (full-time pupils)

2130

Number on roll (part-time pupils)

Not applicable

Annual fees (day pupils)

63,447 AED to 95,946 AED

Annual fees (boarders)

Not applicable

Address of school

Hessa Street, Al Barsha 3 South,
Dubai, UAE

Telephone number

+971 042199999

Email address

matthew.farthing@nasdubai.ae

Headteacher

Matthew Farthing

Proprietor

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 exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. 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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