

Arcadia School

British Schools Overseas Inspection Report

Inspection Dates: 20-22 June 2021
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Age Group: 3-11 years
Report Published: 28 October 2021
Report Reference Number: 10/002/2021



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 three 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 the UK Government's Get Information about Schools (GIAS) website.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. 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 DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

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.
7. Manner in which complaints are handled.
8. Leadership and management of the school

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

Arcadia School opened in August 2016 and is located in the Jumeirah Village Triangle district of Dubai in the United Arab Emirates. It caters for pupils aged from 3 to 11 years. The BSO inspection focused on the foundation stage and the primary phase in Years 1 to 6. The school follows the national curriculum for England and delivers an enhanced curriculum to meet the additional requirements of the UAE. The language of instruction is English. The school is fully inclusive offering a traditional British style of education for its pupils.

Arcadia school has 530 students on roll in 2020-21 with a multicultural context. It is a British International School which follows the national curriculum for England, but also respects and values the cultures of the Middle East region and, in particular, those of the UAE. In the foundation stage, there are 150 children. The largest proportion of pupils is in the primary phase, where there are 402 pupils. The largest ethnic groups are British and Arab in similar proportions (25%) and a lower number of Indian nationals (20%). There are 71 pupils (12%) with special educational needs and/or disabilities (SEND) and 68 pupils (12%), learn English as an additional language (EAL).

Arcadia School has 64 qualified teachers. Leadership comprises the CEO, the executive principal, head of primary, assistant head (data and assessment) and designated safeguarding lead (DSL), head of early years (deputy DSL). The executive principal and the former deputy head of primary were appointed in August 2019. Following feedback from parents, the school has focused on reducing the level of staff turnover, which has fallen to 14%. The board of governors has five members, representing a wide range of stakeholders.

Arcadia School has previously been inspected by the Dubai Schools Inspection Bureau (DSIB) in 2019. The school's provision and responses to COVID-19 were externally evaluated through a distance learning evaluation in 2020. It offers all its pupils lessons in school with only 4% of pupils continuing to attend online.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed in April 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 31 lessons both in classes and live online. Several were jointly observed by an inspector and a senior member of staff. There were 32 meetings which took place with leaders, teachers, teaching assistants, pupils, parents and members of the school's governing board, including the chief executive officer (CEO).

Inspectors scrutinised pupils' work in books and the work 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

Arcadia School is a good school and provides a good quality of education for pupils from foundation stage 1 (age 3 years) to Year 6 (age 11 years).

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.

The school's vision is to be an inclusive, world-class British-curriculum primary school of choice, where every child is happy, positive and thriving. This vision is strongly promoted across all matters relating to the development of the school by the chair of governors, the governing body, the CEO and the school leadership team.

Pupils from all starting points make good progress in **English**. Attainment overall is in line with curriculum expectations in England. Progress in writing is increasing rapidly and reading skills are also improving, particularly in the use of inference, which is a learning priority across all curriculum areas.

A large majority of children enter the school in the foundation stage have EAL and quickly learn how to communicate effectively in English. This group of children makes at least good progress and achieves well.

By the end of the primary phase, most pupils interact with confidence using a good range of vocabulary and specialist terminology. For example, Year 3 pupils carefully selected synonyms, using an online dictionary for support, to describe everyday life in Anglo Saxon Britain. Pupils listen carefully to each other's responses and can confidently share their point of view. Year 6 pupils were able to fully explore the merits of persuasive writing while evaluating sample graduation invitations to be sent to the principal.

Older pupils are able to analyse more complex text with accuracy and use this to make predictions about what might happen next to individual characters in the story.

Pupils are now making better progress in their creative writing, for example where they need to show empathy in a particular situation and can successfully describe their character's feelings when writing a letter home as a World War 1 soldier from the trenches.

In **mathematics**, most young children in the early years make at least good progress from their starting points and typically achieve the early learning goals in mathematics. Children quickly acquire skills in number and can skip count in 2s, 5s and 10s. They recognise and can name different 2D shapes and count the number of sides.

Internal assessments suggest that across the primary school high proportions of pupils achieve a greater depth of understanding in mathematics. However, the application of pupils' mathematical skills, depth of knowledge and understanding of mathematics across the curriculum are inconsistent. Overall, most pupils achieve well and their attainment is at similar levels to the standards typically found in schools in England.

In primary classes, most pupils make consistently good progress from varied starting points. Pupils are developing secure knowledge of number facts. They enjoy using online technology and this enhances their engagement and enjoyment in learning times tables. Pupils are competitive and compare their rate of progression and the different musician-style avatars that reflect their progression and rapid recall in times tables. Pupils solve problems in money using both UAE dirhams and British pounds and pence.

In **science**, progress is at least good for all groups of learners from their individual starting points across the school. Most pupils achieve well and their attainment is at similar levels to the standards typically found in schools in England.

The large majority of children in the foundation stage make at least good progress in the Understanding the World aspect of learning. They quickly gain skills in science through experiments where they make deductions and observations of animals and plants, explaining why things occur and changes that happen. Through regularly planned exploration activities, the children have numerous opportunities to observe, describe and manipulate different materials.

Pupils in Years 1 to 6 make at least the expected amount of progress from their starting points. However, older primary pupils would benefit from more opportunities for scientific practical work and experiments in laboratories. In lower primary, work on describing the properties of materials is hindered because of too little opportunity to observe and analyse real materials.

Although the majority of primary pupils make good progress, there are inconsistencies because the level of challenge is sometimes too low. Experiments presented to them do not always lead to concrete conclusions and pupils occasionally derive inaccurate results from their experiments. Pupils are developing scientific understanding but more able learners would benefit from being extended with appropriate questions that match their needs and stretch their scientific learning.

In the foundation stage, the majority of children in the early years phase make consistent and good progress, often from low starting points. The natural curiosity of the children encourages exploration of the large number of engaging activities on offer, where they can develop their learning and communication skills.

The development of vocabulary is a strong feature in this phase. In a numeracy lesson, children used mathematical vocabulary above the norm for their age. For example, one child was able to accurately name a 'cuboid' and describe its properties.

Pupils with special educational needs and disabilities (SEND), make expected, and a few better-than-expected, progress in all core subjects. This has been achieved through the highly developed support SEND pupils receive. Pupils have modified learning support programmes delivered

through individualised plans, well supported by dedicated learning support assistants. SEND provision is extended to include focused support programmes, such as the Award Scheme Development and Accreditation Network (ASDAN), where pupils in small groups develop learning, social and life skills.

Pupils who are developing their English language proficiency are supported through a range of effective programmes and initiatives. These pupils are provided with targeted teaching in small classes. The school's robust inclusion strategies have ensured that English language learners make good and often better-than-good progress across core subjects.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment are good overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is good (see Standard 2 below).
- The welfare, health and safety of the pupils are good (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 8 below).

As a result of this inspection, undertaken during June 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 quality of the curriculum is good. The school meets this BSO standard. The curriculum enables pupils to make at least good progress.

At Arcadia School, the foundation stage is purposeful and engaging for learners. Teachers' planning carefully follows the Early Years Foundation Stage curriculum and supports the needs and interests of all children.

The carefully organised phonics programme supports children in their understanding of letters and sounds. The foundation areas of learning are consolidated through structured teacher and child-led activities. These activities encourage independence and develop critical thinking. The foundation stage includes challenge in the curriculum for most-able children, through its 'Chilli Challenges'.

In the primary phase of the school, the curriculum closely matches the national curriculum for England. It is well planned with cross-curricular themes promoting learning skills embedded across different subjects.

The curriculum is enhanced by the study of the Arabic language and Islamic Studies within this strong multi-cultural context.

The school's mission promotes inclusion and global citizenship and these are woven into an exciting British curriculum which embraces diversity.

The school provides a curriculum that is enriched with a wide range of programmes and initiatives through the 'Enrichment Learning Programme'. This is a strong feature of the school offering high-quality sports activities, performing arts and innovative learning sessions, such as making ice cream and creating animated movies. The use of technology to support the curriculum is highly developed and has led to the school being accredited as an 'Apple Distinguished School'.

The curriculum is appropriately modified for pupils with SEND. The Head of Inclusion, supported by a team of specialists, offers personalised programmes of curriculum support based on the identified individual needs of pupils.

The curriculum effectively supports the swift development of students who speak EAL through appropriate curriculum adaptation and resources. The development of English language skills begins in foundation through well planned programmes enabling pupils to understand letters and their sounds.

Learning activities which focus on British values and culture can be found across the curriculum, particularly in the moral-education programme, which is strongly reflected in the school's own values of respect and tolerance. The school's library promotes the reading of the best of British fiction for pupils, from classics to contemporary. For example, titles published by the current and previous Children's Laureate are available for pupils with Michael Morpurgo as a popular choice. There is a wide range of literature available to support pupils' understanding of the importance of diversity and reading about different religions and beliefs is encouraged.

Arcadia School makes a commitment to parents in its aim of 'making your child future ready'. The school has developed an effective mentoring programme to promote pupils' personal development, life-long learning and a readiness to succeed. There are leadership opportunities for

pupils as mentors for their peers. Careers education and guidance explores many different job roles with many ways to raise pupils' aspirations. These are threaded through the curriculum.

The school has been highly successful in adapting the curriculum to support the pupils through online learning. High-quality ICT provision and support have ensured a highly effective provision and access to online learning for all pupils during the COVID-19 pandemic.

Arcadia school empowers pupils to challenge obstacles and ensure equality. There has been a focus from the school leaders to ensure pupils' awareness of diversity and all curriculum plans reflect this key aim. For example, pupils recognised the need to promote gender equality around the school. They researched and created a wall display depicting inspirational quotes from strong female role models.

The quality of teaching, learning and assessment is good. The school meet this BSO standard.

Teaching is good in all phases of the school. Teaching enables most pupils, of all cultural backgrounds, to make at least good progress in securing knowledge and skills across the curriculum.

Those with SEND and who speak EAL receive teaching which carefully matches their needs. This is reflected in the better-than-average number of pupils making good progress. The support provided for this group of pupils is led by a highly competent inclusion specialist, who has developed systems of support utilising expertise in the school and where necessary external specialists.

The school's highly developed planning for teaching ensures that lessons are in line with the English national curriculum. Lessons are often varied and interesting for pupils. They include reflective discussions with peers and focus on collaborative tasks.

Teachers demonstrate good subject knowledge. This gives them confidence in their teaching and engages pupils. Teachers use questioning effectively with older primary pupils to probe understanding and promote the learning of new ideas and critical thinking. However, in some subjects there is a lack of challenge for more able learners.

Teaching assistants in all classes are well deployed to ensure that all pupils are able to make good progress.

In the foundation stage, teachers have a secure understanding of how children learn across the seven aspects of early years learning. In a session where children are allowed to 'explore', they interact with real materials, paint pictures and undertake mark making, successfully developing their communication and early writing skills.

Teachers in the primary phase have a good understanding of the expectations of the national curriculum for England and deliver well-organised and resourced lessons. For example, in a Year 1 mathematics lesson based on fractions, group work was carefully planned and pupils were able to successfully use a range of objects and activities to identify 'quarters'.

Independence in learning is developed from an early age in the school. In a Year 2 English class, pupils displayed a high level of independence when they successfully constructed sentences using 'conjunctions' with no additional support from the teacher.

Pupils' learning is enhanced through the use of information technology. From an early start they demonstrate competence in using digital technologies to produce work and access online tasks.

The school has been successful in maintaining the quality of learning experiences in online learning during the challenges of the pandemic. This included the successful use of a range of online platforms for pupils of all ages to complete and store work.

Teachers have developed stimulating, risk-free learning environments that support good and sometimes exemplary behaviour in classes, enabling pupils to secure good learning outcomes. Teachers' written and verbal feedback to pupils is mostly constructive, personalised and provides personalised next steps for learning. A 'green thinking question' is often added to pupils' work to inspire further learning.

The school has a clear assessment policy which provides a detailed overview of the well-chosen internal and external assessments to reflect UK standard tests. However, the accuracy of internal assessments requires further attention to ensure that data for those pupils who achieve exceptional levels of attainment is robust and valid. Currently, the schools' assessment of greater depth and mastery in core subjects is too optimistic.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Pupils' spiritual, moral, social, and cultural development is good.

Inspection evidence from the scrutiny of pupils' work, curriculum plans and discussions with pupils and leaders indicates that the school has paid due diligence to the protected characteristics outlined in the UK equality Act (2010) in relation to the characteristics of age, disability, pregnancy and maternity, race, religion and belief. It is unable to meet fully the requirements in respect of gender reassignment, marriage and civil partnership, sex and sexual orientation due to the laws of the United Arab Emirates.

Arcadia is an inclusive school, with examples of exceptional practice.

Pupils' personal development, including, spiritual, moral, social and cultural development is good. Pupils feel fully accepted by everyone in the school, including those with SEND. Pupils with severe disability are fully involved in school life and are provided with the support they need. Pupils' display confidence as a result of respectful and caring relationships with teachers and other adults. The high personal expectations of Arcadia result in a school that is calm, relaxed and where pupils flourish.

Arcadia School empowers pupils to challenge obstacles and ensure equality. The emotional and physical needs of how to live a healthy life are reinforced by programmes such as the 'Happiness Programme', where pupils are encouraged to make healthy choices, undertake physical exercise and understand how giving and gratitude make us happy. Prior to the pandemic, the school organised a range of extra-curricular provision ranging from the 'Foundation After School Care Club' to 'Arcadia Squad Training' for sport. The enrichment sports provision was well attended by both boys and girls.

Arcadia school successfully delivers its vision and mission of inclusion, diversity and citizenship. The school celebrates 54 different nationalities with all members of the school community valued and treated with dignity and respect. Harmony and tolerance are embedded across the curriculum.

The UAE National Day is celebrated alongside a British celebration with 'Afternoon tea and scones'. Pupils learn about religions other than their own and are encouraged to respect them.

The school celebrates special events throughout the year. It hosts a National Day, where different countries are represented across the school and are celebrated through exciting curriculum activities. In the foundation stage, the focus was England where they planned a traditional English 'tea party' with parents and guests invited.

The school develops pupils' knowledge, confidence and self-esteem through numerous programmes. These include exciting learning opportunities, such as outdoor pursuits and sports provision, delivered by specialists and enrichment lessons led by teachers. To further support self-development the school has developed the innovative Junior MBA Award, which develops early entrepreneurial skills and competition between pupils for designing the best product.

The pupils of the school have a strong sense of right and wrong and accept responsibility for their actions. The school develops pupils' resilience, through programmes such as Junior Dukes, where self-initiative and leadership skills are encouraged. When safe to do so, pupils would benefit from using these skills to help others in the community.

British values are carefully planned into the school's work. Pupils understand what is meant by democracy through the elections of head boy and head girl who appreciate the opportunity to represent others. These values are exhibited through the pupils' good manners, respect for others and are visible in the highly positive relationships across the school. Pupils say that their views are valued and listened to by adults who treat them with the utmost respect. Views that contradict British values are treated carefully and always presented within a balanced argument. Society and life in Britain are explored through history, geography and literature. Pupils undertake history topics from Stuart England to the Victorian age, where they learn about society in Britain as it was in the past and compare it to the present.

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

The school meets the requirements of this BSO standard, as well as the regulatory and cultural obligations of the United Arab Emirates. Arrangements to ensure the welfare, health and safety of pupils at the school are **good**.

Safeguarding procedures and protocols, led by the school's designated leaders meet the expectation for schools in England. There are written child protection and safeguarding policies that are understood by staff, students, and parents. They know what to do should there be a concern. The school ensures that all staff are trained in child protection and safeguarding.

Online safety policies set expectations for pupils in keeping safe when using ICT and the internet and these are shared with the whole school community. Webinars inform parents about how to maintain vigilance at home when their children are online. The staff have an awareness of their responsibilities because they are outlined across a number of policies. However, a dedicated policy to guide adults in fulfilling their responsibilities in relation to this aspect of safeguarding is not in place.

Senior leaders take responsibility for all aspects of health, safety and welfare to ensure that policies and procedures are followed by all. All the necessary background checks for all prospective employees are completed to ensure safe recruitment. Hazardous materials and equipment are stored securely in locked cabinets. Risk assessments are robust and rigorous. Emergency evacuation procedures in case of fire are well rehearsed and all adults and pupils know to proceed to the designated muster point. Lockdown protocols are clear and widely shared. Vigilant security staff direct vehicles so that adults and children entering or leaving the site at the start and end of

the day are safe. Building design is conducive to the highest level of security and the perimeter and access points of each school building are monitored by cameras.

The school achieves an appropriate balance of vigilance and robust safety within a caring and nurturing ethos. The youngest children in early years settle quickly into safe routines, make many friends, and establish positive relationships. Pupils in primary are eager to access the many exciting spaces and facilities on offer to them but do so with clarity about what they are expected to do and where they can independently go on this large school site.

Lessons start punctually. The levels of pupil attendance at 96% seen before the global pandemic are resuming. Incidents of poor behaviour are few and the school is swift to act when pupils' conduct falls below its high expectations. Pupils are very well supervised in classrooms and around the school. Pupils' have a good understanding of how to keep themselves safe and healthy by avoiding close contact, drinking water throughout the day and staying safe online. They show a great deal of respect for the school and each other.

The school's medical team of nurses and the doctor provides specialist cares for sick and injured pupils. The school is committed to meeting the expectations of the Civil Defence for an emergency set out in the UAE requirements. The school meets all the UAE regulatory requirements.

Currently, there are no cases of COVID-19 in the school. This reflects the tremendous efforts, significant investment and robust steps taken during the global pandemic to keep all children and adults safe. Pupils wear face coverings, work in smaller groups in bubbles, maintain social distancing and follow all the COVID-19 safety protocols implemented at the school.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has made good progress in strengthening the necessary UK and UAE protocols to ensure the safe recruitment and suitability of its leaders, teachers and support staff. It is committed to ensuring that the best practice is adopted within the recruitment process, to reflect the highest standards and meet the UK expectations for safer recruitment. At the beginning of the inspection some records were not fully in place but staff were able to rectify this quickly during the visit.

Background checks and required staff training now comply with the high UK expectations to ensure the suitability of adults in contact with children in the school. The recruitment procedures complete the required identity checks for prospective staff and their qualifications and references from previous positions to determine their suitability to work with the children at the school. Background and police checks, together with the right to work in the UAE, are verified before potential candidates join the school.

Designated safeguarding leaders are fully trained, including in safer recruitment, and know what to do should a concern be raised. The data in the single central register of staff is held securely and updated when required. The newly developed structure enables quick access to all of the required elements so that leaders can monitor the effectiveness of the recruitment process.

The governing body has appointed a dedicated, suitably trained safeguarding governor to oversee this key aspect of the school's work to ensure compliance and commitment to keeping children and young people safe. Safeguarding, child protection and safer recruitment procedures are followed and are now compliant with UK and UAE requirements. There is full commitment by the

governors and leaders to ensure that the safeguarding and related policies are fully implemented and that any safeguarding requirements are entirely met.

Standard 5. The premises and accommodation

The school meets the requirements for this BSO standard.

Arcadia School opened its superb buildings in 2016. The school's purpose-built premises and facilities provide an extremely safe, bright, spacious and stimulating environment for all its pupils to learn well. The primary and high school are arranged as two separate facilities. Pupils are taught in bubbles spread across these buildings to maximise the safety of all during the pandemic.

The school's high-quality buildings have plentiful classrooms with breakout areas for smaller groups of pupils to learn. A wide range of state-of-the-art specialist facilities supports pupils' learning in science, the creative arts, food and nutrition, enterprise, music, the performing arts, physical education and sport, swimming, ICT and languages.

The school's flexible spaces facilitate the highly successful Enrichment Learning Programme (ELP) that offers a wide and varied choice of activities for pupils of all abilities and interests. There are large indoor and outdoor spaces dedicated to leisure, learning and sport. On offer to pupils are multi-purpose sports halls, outdoor swimming pools, sports pitches, basketball courts, libraries, climbing walls and planting areas.

The school is equipped with state-of-the-art technology and was awarded Apple Distinguished School status in recognition of its successful use of ICT in supporting teaching and learning. The school has reliable secure internet access that is maintained by specialist technicians.

The school is accredited with the Gold LEED standard in recognition of the environmental and sustainable-build quality of its premises. Meeting the highest expectation in energy, heat, light and water efficiency, the school premises are of exceptionally high quality.

The school has a specialist clinic staffed by qualified medical personnel. The design of the building ensures that all parts of the school are safe and accessible to pupils and adults with disabilities.

A highly professional, efficient and skilled facilities-management team ensures that the school's premises remain of exceptional quality. During the global pandemic, significant investment has been made to ensure the highest levels of safety for all members of the school's community. For example, UV lighting in air conditioning systems ensures that coronavirus cannot be transmitted from room to room. Thermal cameras are installed at entry points to the school. Sensory controls at drinking-water stations together with social distancing measures are amongst the many safe protocols introduced to minimise contact between individuals.

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

The school meets the requirements of this BSO standard.

All of the information required by parents is available from the school upon request and readily available on its highly informative website. The contact details of the chair of governors and the executive principal are clearly provided along with relevant background about them and their aims for the school.

Access to previous inspection reports and pupils' performance data is available for all potential parents to make well-informed decisions before their children join the school.

Existing members of the parent group can find copies of key policies to provide them with the necessary guidance and expectations relating to the curriculum and behaviour as well the extensive learning support offered to all pupils with specific learning needs within the school.

During the COVID-19 pandemic, parents were kept well-informed about changes being made within the school, including to online learning. Various resources were provided to support their understanding of how learning would be planned and how they could contribute to their child's learning. For example, teachers developed webinars to illustrate how to use various selected school software. From the beginning of this academic year, the school leadership developed a unique plan to implement face-to-face learning in the school using spare capacity in the secondary building. This new tri-model structure enabled pupils to be placed in safe spaces across the school with their dedicated team of teachers. Parents and pupils responded positively to this innovative response to the necessary COVID-19 protocols, which enabled pupil learning to be fully based in the school building.

Parents are well informed about their child's progress through well-structured reports during the school year and a more comprehensive version at the end of the year. The school is currently considering having selected information translated to facilitate understanding for the parents whose home language is not English.

Parents respond well to surveys. They are confident that their opinion is valued and parents appreciate the attention given in the school's response. For example, the executive principal responded quickly to the request for safer car parking areas and drop-off zones around the school with significant remodelling of the areas around the school entrance.

The school fully supports the development and work of the newly formed parent association group which enables the effective communication of the priorities of parents alongside those identified by the school.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this BSO standard.

The revised policy provides a clear, staged process for parents on how to resolve any concerns or complaints within the school provision. The policy is available on the website to confirm how the school will deal with a complaint and the time expected for this to be resolved.

There is a firm commitment from the school leadership to listen carefully to pupils, parents and staff in order to respond to concerns as quickly and effectively as possible.

Members of the parent group confirmed that any matters raised are dealt with swiftly by the appropriate member of staff and school leadership. All members of the school community feel that their contributions are valued and respected as feedback is used to contribute to the safe and smooth running of the school.

Standard 8. Leadership and management of the school

The BSO Standard is met.

The school is based on a for-profit model and was originally founded by the chairman with the aim of supporting the well-being of others. The chairman has set a strong vision from which to lead the school's journey along with promoting its caring ethos, which permeates the whole school. Diversity in qualification, experience and competence are key criteria in the selection of governors, which reflects the high standing of this important aspect in achieving the school's aims.

Governance of the school is well-structured, ensuring its reach across all strategic and operational areas. Each member is responsible for specific areas of accountability, namely, pupil, parent and staff well-being, Arabic and Islamic studies, data and innovation, inclusion and safeguarding and the UAE national agenda targets. All governors are passionate about their role as educators, using their skills and expertise to impact directly on the school's development.

The school is governed by an executive committee that meets weekly and a board of directors that meets termly. In addition, there are five separate committees composed of governors, school leaders and staff, including, where appropriate, members of the parent group and student council. The academic, operations, data, inclusion and safeguarding committees meet on a regular basis throughout the year.

There is a strong collective commitment by all members of the school leadership to provide the very best care and highest quality educational provision. In January 2020, the governing body conducted an extensive community consultation to develop the school's unique Arcadia values with school leaders, teachers, parents and students, who were all engaged and contributed to this collective effort.

The school has appointed a highly experienced and committed executive principal, who is resolute in his aim to achieve the highest standards throughout the school. He is well supported by his leadership team, who reflect the highest professional standards and the desire to improve and innovate constantly. The strategic plans which have been carefully developed by the school are comprehensive and data driven, enabling careful monitoring and tracking of impact on students' learning outcomes.

There are clear processes established by the school leadership to monitor, evaluate and review student performance information. All of the established school priorities are based on a detailed analysis of assessment data from across the school. For example, reading was identified as a clear area for whole-school improvement and every pupil's performance is tracked to check progress. All priorities are used to guide and support the high-quality planning produced by teachers across the curriculum.

All members of the school community appreciate working within a secure and safe learning environment. School leaders frequently gather feedback from pupils, staff and parents and act swiftly to reconcile any concerns. There is a strong sense of belonging from all members of the school; pupils, staff and parents know their opinion is valued as feedback leads to improvements. They say they are happy to be able to contribute in their unique way to the success of the school.

When faced with the immediate challenges of the COVID-19 pandemic, the school leaders and managers responded quickly, for example, by lending e-tablets to the younger foundation stage children to enable access to online learning and ensuring their support staff were relocated to a safer type of accommodation. The Knowledge and Human Development Authority (KHDA) remote learning review in 2020 confirmed that the provision was rated as developed, the top band of approval.

During this academic year, the school has successfully developed a safe tri-model structure where selected groups of students are taught by a combination of teachers, assistant teachers and specialist staff.

The school meets the requirements of this standard. The leadership and management of the school are **good**.

Compliance with regulatory requirements

Arcadia School 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

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

1. Continue to strengthen the school's robust safeguarding practices and protocols by developing a dedicated policy that guides all adult users in the acceptable use of digital technologies within the context of best safeguarding practice.
2. Improve the quality, reliability and usefulness of assessment information by ensuring that the assessment of pupils achieving above UK expectations (higher level) accurately reflects their achievements.
3. Improve pupils' progress in science by:
 - ensuring that all pupils have the opportunity to engage in practical activities using real materials
 - increasing the level of challenge, particularly for those in the primary phase and for more-able pupils across the school.

Summary of inspection judgements

Outstandin	Good	Satisfactor	Inadequate
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The quality of education

	Outstandin	Good	Satisfactor	Inadequate
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

	Outstandin	Good	Satisfactor	Inadequate
Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

	Outstandin	Good	Satisfactor	Inadequate
The overall welfare, health and safety of pupils		✓		

Leadership and management

	Outstandin	Good	Satisfactor	Inadequate
Overall effectiveness of leadership and management		✓		

School details

Name of school	Arcadia School
Type of school	International School
Date school opened	August 2016
Age range of pupils	3-11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	552
Number on roll (part-time pupils)	0
Annual fees (day pupils)	FS - AED 61,200 KS1/2 - AED 70,400
Annual fees (boarders)	N/A
Address of school	District 9 Orchid Street Jumeirah Village Triangle Dubai UAE
Telephone number	+9715522600
Email address	info@arcadia.sch.ae
Headteacher	Giles Pruett
Proprietor	Mohan Valrani

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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Report reference no: 10/002/2021