

Sunmarke School

British Schools Overseas Inspection Report

Inspection Dates: 22-24 May 2017

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

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent 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 Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

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

Sunmarke School is an independent school located in the Jumeirah Village Triangle district of Dubai. It is part of the Fortes Education Group of school and nurseries.

The school opened in September 2016 when the complete secondary phase of Regent International School transferred to the new school, and some families also opted to transfer their children into other years. Around a third of pupils and half of staff have moved from Regent International School.

The school is below average size. There are currently 737 pupils between three and 18 years, with 91 in early years, 221 in primary and 425 in secondary. As yet, no pupils have left the school for destinations in higher education.

The school is culturally diverse, with pupils of over 70 different nationalities. A fifth of pupils are of UK origin, and around half of the pupils speak English as an additional language.

The curriculum is based on the English national curriculum within an international context, and has been adapted to meet local UAE requirements.

The school has 90 qualified teachers, with a very large majority being British qualified.

The principal took up his post in August 2016.

The school was inspected by the Dubai School Inspection Bureau (DSIB) in March 2017 when it was judged to be good overall.

Summary of the evidence base used by the inspection team

This inspection was carried out by three inspectors from the Education Development Trust. The school registered for a BSO inspection in April 2017 and the inspection took place over three days in May 2017. The inspection team was given access to information about the school in advance, including the school's self-review document. A total of 48 lessons were observed during the inspection, including some observed jointly with senior and middle leaders. Inspectors held 13 meetings with senior leaders, other leaders and staff, representatives of the board of directors, as well as with pupils and parents. Inspectors scrutinised pupils' work and examined school documents, improvement plans, policies, assessment information, safeguarding procedures and a survey of parents' views. Inspectors generally observed the work of the school and followed up any issues raised.

During the inspection, secondary pupils were taking both external and internal examinations. This limited inspectors' access to some classes.

Evaluation of the school

Sunmarke School is a good school and meets the requirements of all the Standards for British Schools Overseas.

Most children join the early years with skills and knowledge that are typical for their age. However, many speak English as an additional language, or are at the early stages of learning English.

Pupils make good progress in **English** in all phases, and the majority achieve standards that are above average.

Across the school, there has been a strong focus on the development of speaking and listening skills, leading to confident learners who are able to discuss their work. This focus has also provided support for pupils who speak English as an additional language, enabling them to make good progress.

In the early years, children apply their phonics knowledge to sound out unfamiliar words. Children's letter formation develops at a rapid pace and, by the end of their time in the early years, almost all are able to write short sentences accurately.

Across the school, pupils' reading skills are at least in line with expectations. In the primary school, pupils are supported in reading for meaning through a range of comprehension and story-telling tasks. In the secondary school, pupils are encouraged to explore different genres.

There is a stronger focus on writing skills in the higher year groups. Pupils' writing skills in the primary phase are supported well through the use of structured writing tasks that encourage them to explore a range of writing styles. For example, Year 2 pupils use alliteration and similes to improve letters. This develops further in the secondary years. Year 9 pupils show good skill in using senses to improve their writing. Throughout the school, there are regular opportunities for pupils to write extended stories and reports encouraging them to create complex plots. Most-

able pupils produce some excellent longer pieces of writing that demonstrate clarity of expression using dramatic vocabulary derived from a breadth of reading. Pupils' confidence in the use of accurate grammar, punctuation and spelling skills is becoming more established through regular formal practice.

As yet, no groups have sat external examinations, but Year 11 pupils are on track to achieve above average results at GCSE this year. Post-16 student numbers are low, but attainment is above average and progress is good.

Pupils who have special educational needs and/or disabilities make good progress in speaking, reading and writing English. They are supported well and make progress in line with their peers.

In **mathematics**, pupils' attainment is above average and they make good progress.

Standards in the early years, and at key stages 2, 3 and 4 are above average, and average in key stage 1. Standards are especially strong at key stage 4 and also in the sixth form, although post-16 numbers are low. Pupils make good progress in all phases, particularly in the early years and at key stage 4. This includes those who speak English as an additional language and pupils who have special educational needs and/or disabilities.

In the early years, there is a strong focus on basic numeracy, and almost all children meet or exceed the early learning goals in mathematics. Children in Foundation 2 are confidently able to share out quantities and to carry out simple division such as halving.

Primary pupils make good progress and achieve above average standards by the end of Year 6. They have secure mathematical skills and knowledge, and can use and apply these increasingly well. Year 4 pupils show a good awareness of global time differences and can work out times in different parts of the world. Year 6 pupils are able to construct and recognise properties of different spirals.

Pupils in the secondary phase make good or better progress, with most exceeding curriculum expectations. They acquire a wide range of mathematical knowledge, understanding and skills, and this is reinforced and extended by solving increasingly difficult problems. Year 7 pupils are able to apply their knowledge about angles effectively to work out multi-step angle problems, while Year 10 pupils show a very sound understanding of the calculation and interpretation of means, modes, medians and ranges. Year 11 pupils are on track to achieve very strong results at GCSE this year.

There is some evidence of pupils applying their mathematical knowledge, understanding and skills to investigate and solve practical problems across the school. However, this is not commonplace.

Pupils who have special educational needs and/or disabilities make good progress at the same rate as their peers. They receive focused support and guidance which develop their confidence to work independently.

Pupils make good progress in **science**, and attainment is above average for most groups across all phases.

In the early years, every class has investigative areas that change regularly. This encourages children to develop enquiring minds, pose questions and seek answers and solutions. Children can relate why they need to water the plants they have grown in the organic garden and what would happen if they did not.

In the primary phase, pupils build on their knowledge of the world and take a more scientific approach to investigation and enquiry. In Year 6, pupils successfully predict the outcome of an experiment in chromatography relating learning about light to separating colours in substances. School data indicates above average attainment, coupled with strong progress.

In key stage 3, pupils continue to make good progress and achieve above average standards. Pupils further their scientific understanding through skilful teaching and a curriculum that captures their interest. Wherever possible, learning takes place in a practical environment. Specialist teachers with strong subject knowledge encourage pupils to think deeply and solve problems. For example, Year 9 pupils show strong logic and reasoning skills in an experiment on neutralisation.

Good progress continues into key stage 4. Pupils develop skills and acquire knowledge that allows them to be confident in mastering external examination content in physics, chemistry and biology. Year 10 pupils show good knowledge and understanding of the properties and characteristics of circuits. Pupils are prepared well for their examinations through high quality teaching and thorough revision guidance. Year 11 pupils are on track to achieve above average standards at GCSE this year. Similar success is expected at A level, although numbers are small. Some students will leave the school to study higher education courses in medicine, engineering and other sciences.

Pupils who have special educational needs and/or disabilities are supported effectively and make good progress in line with their classmates.

In **other subjects** of the curriculum, pupils make good progress across the school. In geography, for example, Year 9 pupils can recognise different problems and solutions when comparing flood risks in Dubai and the UK. Pupils develop good ICT skills and learn to use a range of programs and applications. Most use technology with confidence to support their learning. For example, younger primary pupils make good use of tablet computers by recording their reading performances to share with others in the classroom.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Standard 1 below).
- The quality of teaching and assessment is good overall (see Standard 1 below). However, expectations of what pupils can achieve are sometimes not high enough, and the work set does not always challenge pupils to make the best possible progress and achieve the highest standards, particularly the most able pupils.
- 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 meet the requirements of the Standard (see Standard 7 below).
- The leadership and management of the school are good (see Standard 9 below).

As a result of this inspection, undertaken during May 2017, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meets the requirements of the Standard.

The **curriculum** is good in all phases of the school. It is broad and balanced so that the needs of all pupils are met. It is based on the English national curriculum, leading to International General Certificate of Secondary Education (IGCSE) and General Certificate of Education (GCE) qualifications. In addition, it incorporates local UAE requirements, including Arabic and Islamic Education. The curriculum enables pupils to make good progress so that they are prepared well for the next stage in their education, and allows them to enter or re-enter the UK education system.

A wide range of subjects is offered so that pupils of all ages receive a variety of positive learning experiences. This is exemplified by the large number of A levels on offer in the sixth form, despite low numbers, which meets the needs of students seeking to further their education at university.

Staff and resources are deployed effectively to provide an appropriate curriculum for all pupils, including those who have special educational needs and/or disabilities or who are gifted and talented. The curriculum is constantly monitored and reviewed so that adaptations can be rapid to meet the needs and interests of all pupils.

The curriculum in the early years provides children with exciting learning experiences through imaginative play and investigation that stimulates curiosity and engagement. Provision for children who speak English as an additional language, or for those at an early stage of learning English, is good. This means that issues with language development are addressed quickly so that children can participate fully in all areas of learning.

Cross-curricular links are encouraged in all subject areas. Initiatives such as Talk for Writing have developed literacy skills to help develop understanding in English and science. Wherever possible, local links and culture are emphasised. For example, in French, Year 7 pupils are able to discuss the local weather and climate and make comparisons with other parts of the world. Student voice has been particularly effective in the development of extra-curricular activities in school and well over 30 clubs and activities run every week. These encompass many sports but also include additional academic support and booster classes. In addition, there are many

enrichment activities such as visits and speakers to broaden further the scope of the curriculum. Pupils in the secondary phase receive well-directed careers guidance, and weekly work experience forms an integral part of the curriculum in the sixth form.

Links with the UK come through the curriculum in subjects like geography, history and government and politics for older pupils. The school celebrates occasions such as Remembrance Day, while British values such as the rule of law, tolerance, fairness and democracy are prominent. The latter is evidenced by the election of school council members and prefects, all voted for by pupils. UAE celebrations like National Day and Flag Day also play a major part in school life.

A key feature of the curriculum is the degree to which Positive Education (PosEd) philosophy permeates all areas of the school and all subjects on the curriculum. There are strong links with Geelong Grammar School in Australia to enhance this. PosEd provides pupils with many opportunities to develop personal qualities that will serve them well in life. The school has organised themed weeks dedicated to PosEd so that these qualities become embedded further.

The quality of **teaching and assessment** across the school is good. Teachers demonstrate good subject knowledge and provide clear explanations and well-planned and engaging tasks that promote good progress.

In the early years, teachers have a good understanding of how young children learn and develop. This results in above average attainment and good progress, particularly in developing children's independent learning skills and their knowledge of the world around them. Almost all lessons benefit from detailed planning, based on a sound knowledge of individual pupils' prior attainment. Success in achieving the early learning goals leads to almost all children reaching a good level of development.

In almost all lessons, pupils' behaviour is excellent. Relationships are positive and mutually respectful, leading to a productive learning environment where pupils feel confident in seeking clarification, engaging in discussions and actively participating in their learning. Pupils are enthusiastic and motivated learners and routinely enjoy opportunities to work collaboratively and learn through discussions with their peers. They report that learning is fun in their school.

Teachers demonstrate good classroom management skills and lessons are well paced to engage pupils. Most teachers have created bright and supportive learning environments that support, encourage and celebrate pupils' achievements. In the large majority of lessons, teachers use good questioning skills to provide pupils with opportunities to extend and deepen their learning.

Teachers use high quality resources effectively, to motivate and engage pupils and to enhance the quality of teaching and learning. Pupils are regularly encouraged to find things out for themselves and make effective and confident use of a range of ICT resources to support their learning.

Most teachers have a good knowledge of the strengths and weaknesses of their pupils. Classroom activities are planned effectively to assess learning. This allows teachers to match work closely to pupils' individual needs and abilities, provide effective support, appropriate levels of challenge and targeted homework tasks. The consistent use of high quality constructive

feedback in pupils' books is a well-established practice that provides clear guidance for pupils on how to improve their work. In many lessons, teachers make effective use of self-and-peer assessments.

There are effective systems for the use of assessment data to analyse the progress and performance of individuals and to identify effective ways of supporting specific gaps in learning. Appropriate benchmarking and moderation is being developed to enable the school to compare pupils' performance with that of their international counterparts.

The school has developed a range of systems to enable teachers to regularly share planning and best practice and this is having a positive impact on the quality of teaching and learning.

The styles of teaching and assessment are similar to those in British schools and enable pupils to enter or re-enter the UK educational system without difficulty.

The effective deployment of learning support practitioners in planning and supporting classroom learning is developing and leading to good outcomes.

Although teaching overall is good, expectations of what pupils can achieve are sometimes not high enough. This means that the work set does not always challenge pupils to make the best possible progress, or enable them to achieve the highest standards. This applies particularly to the most able pupils.

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

The school meets the requirements of the Standard.

The **spiritual, moral, social and cultural** development of pupils is outstanding. Pupils have a clear understanding of moral sense and right and wrong, and this is evident in their excellent behaviour and consideration for others. They are unfailingly courteous and polite, and confident in discussing their learning. Pupils' exemplary attitudes to learning have a positive impact on their academic and personal development. They routinely show high levels of self-discipline and a willingness to cooperate with staff and their peers.

Relationships between pupils, and between pupils and staff, are respectful, adding to the school's calm and productive learning environment. Throughout the school, there is a great sense of friendship and camaraderie. Pupils are very supportive of each other and examples of collaboration are commonplace in all age groups.

Pupils are very proud of their school and say that they look forward to it every day.

The school's adoption of the PosEd philosophy runs through all aspects of the school. This enables pupils to develop personal and academic qualities that support their progress and social development.

Pupils say that incidences of bullying are extremely rare and, should they occur, the school has robust procedures to deal with them quickly and effectively.

The wide range of extra-curricular activities provides opportunities for all pupils to find something at which they can excel and make a full contribution to school life. Almost three-quarters of pupils have represented the school, with many winning national competitions in their field.

Pupils are equipped well to use their initiative and show responsibility, taking leadership roles that help the school to run efficiently. A democratically elected student council has a strong voice in the school, and has had direct influence in changing aspects of how the school operates. Similarly, prefects make a positive contribution to the school and act as positive role models to younger pupils. A pupil-initiated charity group is run entirely by pupils and has made donations to local charities by organising whole-school events.

Pupils have a very broad understanding of other cultures and religions, as well as that of Britain and the UAE.

British culture and days of celebration are clear features of the school. For example, the school holds an annual Remembrance Day service. Other links to the UK include the Duke of Edinburgh Award, and many sixth-form students are applying to British universities to further their education.

The culture of the UAE also features prominently in the school. For example, National Day and Flag Day are celebrated annually, adding to non-UAE pupils' knowledge of their host country. Educational visits and presentations from local citizens further develop their understanding.

Pupils receive information about other world religions and understand the customs and traditions linked to other countries. This gives them in-depth knowledge about cultures they may not have previously experienced and adds to their sense of tolerance and understanding. National Days and other celebratory occasions from around the world are highlighted and brought to pupils' awareness.

The school holds international days to celebrate its cultural diversity, and high quality displays around the corridors and in classrooms further emphasise the wide variety of different cultures within the school. For instance, pupils introduce themselves and describe some features of the countries they are originally from. This gives other pupils a detailed introduction to, and sympathetic understanding of, other cultures.

The spiritual, moral social and cultural provision in the school produces very well informed and well-rounded individuals who have an excellent awareness of the world and the diversity of its cultures.

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

The school meets the requirements of the Standard.

The school's arrangements to promote the welfare, health and safety of all pupils are outstanding and reflect the inclusive nature of the school. The school has robust policies for safeguarding and protecting all pupils. These are shared widely with pupils, staff and parents so that all know their role in keeping children safe.

Pupils report feeling very safe in school, and their parents agree. Safety policies are reviewed regularly to take into account changes to local, UK and international requirements. There are comprehensive processes for evacuation at times of emergency, and a lockdown policy in case of wider disruption. Plans and maps are displayed in all areas and regular drills are carried out to prepare for such events.

A number of clearly identified adults have the responsibility for providing guidance and care, both academic and personal. They do this highly successfully. Pupils are very well known by staff, and this ensures that any problems are quickly identified and effectively responded to. Pupils say that they are very well looked after in school, and their parents agree.

E-safety is of high priority. This begins in the early primary years when pupils consider the range of information they should avoid sharing when using the internet. Pupils across the school demonstrate a good awareness of cyber safety.

Detailed risk assessments, supported by a robust health and safety policy and established routines, ensure that the school is a safe place for learning. The quality and range of safety equipment, particularly for water safety, is notable and includes motion sensors in the swimming pools. The school employs lifeguards, and all physical education teachers are trained lifeguards. This reflects the school's commitment to keep pupils safe at all times.

The school's systems for the management of behaviour are very effective. Pupils and staff have jointly created a behaviour policy that reflects the school's focus on positive interactions. It provides a clear code of conduct and agreed sanctions. Pupils and parents report that these are applied fairly.

Pupils take responsibility for one another. They are vigilant around the school for other pupils who may be feeling isolated. This has resulted in the development of supportive intervention plans, delivered by pupils for their peers in a sensitive manner. New pupils, particularly those who are unable to communicate easily for language reasons, are allocated supportive peers to help them navigate their first days in school. Pupils say that the school is a very friendly place.

Rigorous systems record and monitor attendance and punctuality. Levels of attendance are above average and pupils arrive for school on time, well prepared and keen to start their lessons.

A well-equipped first aid suite, staffed by two qualified nurses and with support from a doctor twice a week, ensures that pupils' medical needs are monitored and dealt with effectively.

There are very clear and well-established procedures for recording and monitoring visitors to the school.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the Standard.

Systems to check the suitability of the proprietor and staff meet all requirements, both locally and internationally. The board of directors has high expectations of senior leaders who ensure that suitable safeguarding checks are carried out. All aspects of staff recruitment and vetting are applied rigorously. The school checks the employment history of all staff, including police checks of the suitability of staff to work with children. Locally recruited staff, including those who work for external contractors, are subject to similarly thorough checks. All volunteers who work with children, including parent volunteers, are fully checked, and all have received child protection training.

School leaders have invested much effort to make good appointments. Most teachers have British teaching qualifications and are trained well for the ages and subjects they teach. School leaders ensure that appropriate performance management procedures are in place to support and challenge staff who are at risk of underperforming. In addition, there is a developing programme of training and staff development to improve the skills and knowledge of existing staff.

Standard 5. The premises and accommodation

The school meets the requirements of the Standard.

The high quality, purpose-built premises are barely a year old and have been constructed to allow for the planned expansion of the school. Teaching areas are spacious and resourced well, with interactive whiteboards in every classroom. Outdoor areas for the early years and primary phase are large, colourful and equipped well.

The school has an impressive range of specialist facilities. This includes a newly completed 350-seat auditorium, science laboratories, IT suites, technology rooms covering all disciplines and a media studies suite, radio and television studios, and a music technology suite. Sports facilities include an artificial turf football field, two sports halls and a well-equipped gym. There is a large swimming pool and separate training pool.

Canteen facilities are clean, spacious and meet local requirements. They allow for the hygienic preparation, cooking and serving of food to pupils. Attractive library facilities for younger and older pupils encourage pupils to read extensively and the sixth-form accommodation caters well for senior students' needs.

There is generous provision for non-teaching space, including administration, interview and counselling rooms, well-being rooms and a well-staffed and equipped medical centre.

Public areas and corridors are broad, open and free from obstructions, allowing easy access and movement around the school. Toilet facilities for pupils are plentiful and hygienic and there are water fountains around the buildings. Everywhere is kept clean and safe. A sophisticated alarm system in the swimming pool ensures that pupils are safe at all times when they are swimming.

There is a high level of security across the site, with access control systems to most doors inside and outside the buildings. There is a battery of over 220 security cameras around the school that closely monitor all areas. Security guards monitor the car parks and the arrival or departure of the school buses as well as entry at the main entrance.

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

The school meets the requirements of the Standard.

There are effective communication systems that keep parents informed about all aspects of school life, including regular information about the curriculum, timetables and assessments. The weekly updates to inform parents of current curriculum topics are particularly appreciated as they enable parents to help their child plan for their learning in new areas.

A regular flow of information is provided through emails, newsletters and the school's virtual learning environment (VLE), which is used widely by parents. Parents are also able to use this to access information about their child's homework and any assessments that have been completed. Additional technology also allows parents and teachers to collaborate online, seek help and provide feedback. Parents report very favourably on the high quality of the information they receive and the efficiency with which staff members respond to queries.

There are regular opportunities for parents to discuss their child's progress with teachers: termly meetings, online discussions and via the homework diary. Termly written reports provide information about pupils' progress in each subject as well as clear targets and guidance about how pupils can improve their work. Parents report that the identified targets help them to support their younger children at home more effectively. Parents of older pupils report that the targets encourage pupils to monitor and take responsibility for their own learning.

The school regularly seeks parents' views through surveys and meetings. Parents who respond to such surveys state that their views are taken seriously. They are acted upon efficiently and with care and sensitivity by the school's leadership team.

Parents say that they value the school's focus on developing an understanding of the UK and of British life as it provides their children with the opportunity to fit easily into British life, should they choose to take that route.

The vast majority of parents are highly appreciative and supportive of the school and all that staff do to support their children. Parents report that the close relationship with the school is due to mutual respect and a commitment for all children to excel in their work.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of the Standard.

The school has a detailed and up-to-date complaints policy that is readily available to parents via the VLE. This makes it clear how to raise a complaint, either formally or informally, and the procedures that will be followed. Parents say that they are fully aware of this policy and the steps to take should they wish to complain.

There have been no formal complaints, only informal ones mostly related to issues with parking. Parents have been very happy with the way these have been handled. They feel that they have been listened to and dealt with in an appropriate and sensitive manner.

Standard 8. The quality of provision for boarding

Not applicable

Standard 9. Leadership and management of the school

The school meets the requirements of the Standard.

The leadership and management of the school are good. The principal and senior leaders have been very successful in developing a clear vision of excellence for the school that is firmly rooted in achieving the best outcomes for pupils, both academic and personal. They provide very positive role models for staff in the school. This vision has been developed in cooperation with all staff and is widely shared and accepted.

School leaders, including the directors, ensure that safeguarding procedures are applied rigorously and that the school is a safe and secure environment for pupils to learn and flourish.

The school is very inclusive. Discrimination is not tolerated, and leaders ensure that there are equal opportunities for all pupils, including those who have special educational needs and/or disabilities, or those who are gifted and talented.

Leadership at all levels is good. Middle leaders are developing their skills and respond well to being accountable for the standards and progress of pupils in their areas. The school is investing heavily in developing still further the skills of these leaders. For example, during the inspection the school was hosting an accreditation course on counselling in schools for all heads of year.

Leadership in the early years is very effective. Provision for the youngest children in the school is strong and their needs are met very well. As a result, they make very good progress from their starting points with almost all reaching a good level of development by the end of Foundation 2.

Although the school is only in its third term of operation, it is clear that effective systems and procedures have been developed and are in place in all areas. Staff, pupils and parents are fully aware of, and follow, these systems closely. As a result, the school runs very smoothly. These systems are reviewed, developed and modified as necessary.

There are effective systems to check how well pupils are doing. Academic leaders use assessment information effectively to track the attainment and progress of pupils. This information is used at both individual and group level in adapting planning to meet pupils' needs. Heads of year and pastoral leaders also play an important and effective role in monitoring and ensuring the health, safety and well-being of all pupils.

Learning support leaders provide good support for pupils who have special educational needs and/or disabilities. Early identification enables appropriate provision to be provided quickly. The impact of this on pupils' attainment and progress is carefully monitored and is adjusted as necessary.

The school knows itself very well. Self-evaluation is detailed, honest and accurate. There are clear improvement plans in place that take account of the future growth of the school; these are monitored and adjusted when necessary as circumstances change. The school's capacity for continued improvement is good

Governance arrangements are robust. The board of directors has worked effectively and successfully to oversee the establishment of this new school. This has led to high quality buildings, staffing and resources. The principal works closely and constructively with Fortes Education leaders. The distinction between governance and strategic leadership of the school is clear. Directors are very supportive of the school, but are also effective in holding the principal and senior leaders to account for its performance. They have ensured that the budget has been managed well and the school is financially sound. Directors make sure that expenditure is appropriately directed to meet the school's plans and priorities.

During discussions and in response to surveys, parents express a very high degree of satisfaction with the school and its leadership. Almost all say that they are happy with the quality of education provided and that their children make good progress. They say that their children are safe, happy and enjoy school.

Compliance with regulatory requirements

Sunmarke School fully meets the requirements for British Schools Overseas.

What the school could do to improve further

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

1. Improve further the quality of teaching and raise pupils' achievement, particularly for the most able pupils by ensuring that:
 - expectations of what pupils can achieve are always high enough
 - the work set is always hard enough so that pupils are challenged consistently to make the best possible progress and achieve the highest standards.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	✓			
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The quality of provision for boarding

Not applicable				
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Leadership and management

Overall effectiveness of leadership and management		✓		
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School details

Name of school	Sunmarke School
Type of school	Early Years, primary, secondary
Date school opened	4 September 2016
Age range of pupils	3-16 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	737
Number on roll (part-time pupils)	0
Annual fees (day pupils)	AED 55,000 – AED 95,000
Annual fees (boarders)	Not applicable
Address of school	PO Box 24587, Jumeirah Village Triangle, District 5, Dubai
Telephone number	04 243 8900
Email address	execprincipal@forteseducation.com
Headteacher	Keith Miller
Proprietor	Fortes Education

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work

effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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