

Kings' School Dubai

British Schools Overseas Inspection Report

Inspection dates **27 – 29 October 2014**

Lead Inspector **Pauline Barker**

Team members **Dr Kenneth Thomas**
Helen Donnellan

Age group: 3 – 11 years

Report published:

Report reference no:

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 CfBT Education Trust who spent three days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools in England and overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

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

The Standards are as follows:

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

The purposes of the inspections are to:

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

The BSO inspection was combined with an inspection carried out with inspectors from Dubai Schools Inspection Bureau (DSIB). The DSIB inspection evaluated the school's performance when measured against the quality indicators for schools in Dubai. The outcomes of the DSIB inspection are contained within a separate report which is available from the Knowledge and Human Development Authority (KHDA) in Dubai.

Key for inspection grades

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

Proportions used in the report

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

Information about the school

The school is part of Kings' Education. Established in 2004, Kings' School Dubai is a private, multi-national day school following the National Curriculum of England. At the time of the inspection, there were 898 pupils on roll aged from three to 11 years. It is comparable in size to other international schools of a similar type.

The school comprises pupils of 49 nationalities and provides a rich cultural diversity. The majority of pupils have United Kingdom (UK) backgrounds and 30 pupils are Emirati nationals. The school has identified 21 pupils who have some form of special educational need. The 67 teachers are well qualified with the majority UK trained. The school motto is to do 'The best by every child'.

Kings' Education has recently expanded. Kings' School Dubai is now one of three schools within the Kings' group in the Emirate. A number of leaders and teachers have moved from Kings' School Dubai to the other newly opened campuses.

Currently, the school is a member of the British Schools of the Middle East (BSME).

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by three CfBT Education Trust inspectors. On this combined inspection, there were also seven inspectors from Dubai Schools Inspection Bureau. The two teams contributed to a shared evidence base. In total, inspectors visited 103 lessons. They held 35 meetings including those with the executive primary headteacher, the chief education officer and other school leaders, members of the board, staff, parents and carers and talked with representative

groups of pupils. Inspectors also observed the school's work and looked at the self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and carers and followed up on issues that were raised.

Evaluation of the school

Kings' School Dubai is an outstanding school. It provides an excellent 'British style education' while embracing fully and celebrating the values and heritage of the United Arab Emirates and the diversity of cultures represented in the school.

Pupils' attainment in almost all subjects is outstanding and most pupils make rapid progress from their starting points. In science, high attainment and progress have been sustained while in mathematics and English, there is a trend of improvement over time.

Children in the **Early Years Foundation Stage** make excellent progress towards achieving the Early Learning Goals. By the end of the Early Years Foundation Stage, most are exceeding the expected standards. They are especially successful in improving their language and personal development and social skills.

Pupils' attainment and progress in **English** are outstanding. Children make excellent progress in all aspects of English in the Early Years Foundation Stage so that, by the time they enter Year 1, children are able increasingly to write for a purpose, for example, when writing letters to label their work, and making lists. Most form words and a minority can write in sentences. By Year 2, pupils make excellent progress in the skills of speaking, listening, reading and writing. Most pupils reach standards that are well above those expected of pupils of the same age in England.

Outstanding progress continues because expectations of what pupils can achieve are high and the work set for them in most lessons is challenging. As a result, in reading in 2014, 33% of pupils were above those of the same age in England at level 5, with 25% above at level 6. In grammar, punctuation and spelling, 35% were above at level 5 with 21% above at level 6. In writing, 18% were above at level 5, although none was above at level 6. Improving writing at the higher levels is a current school improvement priority.

In Year 6, almost all pupils are fluent, independent readers. They read with expression and understanding and are able to extract information from a range of increasingly demanding texts and a wide range of source material. Most pupils' writing is grammatically sound, reflecting the well above average performance of pupils in grammar, punctuation and spelling. The majority of pupils are able to use deductive reasoning to draw inferences from a range of texts. Almost all speak with confidence, expressing their ideas and asking questions to clarify their understanding.

Attainment and progress in **mathematics** are outstanding. The rapid progress children make in mathematics in the Early Years Foundation Stage continues through all key stages. Results in 2014 for pupils at the end of Key Stage 2, confirm that pupils exceed UK standards by a significant percentage. An increasing number of pupils are reaching level 6.

Pupils show excitement and curiosity about mathematical concepts and processes and compose rational arguments using complex mathematical terms. This allows

them to deepen their skills and understanding and, as a result, they solve word problems and carry out confidently challenging mathematical investigations. Year 6 students are skilled in converting decimals, fractions and percentages, expressing and interpreting these in graphs, pie-charts and scattergrams.

Attainment and progress in **science** are outstanding. Children in the Early Years Foundation Stage exceed the expected levels in scientific knowledge, vocabulary and skills' development. Rapid progress continues across the key stages. By Year 6, most pupils exceed the levels expected for their age, especially in problem solving and critical thinking. Results in 2014 confirmed that 16% of pupils were above those of the same age in England at level 5. Pupils make rapid gains because they develop understanding and scientific skills alongside the development of knowledge.

By Year 2, pupils can already design and set up basic experiments and fair tests. They know about constants and variables and have a good range of scientific vocabulary that they use accurately. Pupils can predict and hypothesise outcomes and use these skills effectively. This was demonstrated when they worked out ways to rescue 'Prince Charming' and his car. In Year 6, pupils use their growing scientific knowledge to ask searching questions, make predictions and carefully observe outcomes. They repeat tests to ensure the accuracy of their findings before drawing firmer conclusions. They record accurately, analyse and explain their findings and use imaginative ways to report.

A similarly positive picture of attainment and progress is seen in a range of other subjects across the curriculum. Pupils excel in a wide range of arts, sports, music, drama and French. Progress for the majority in Arabic is good. Pupils identified with special educational needs make excellent progress in their behaviour, social and personal development and most make good academic progress.

Pupils at Kings' School Dubai achieve so well because they learn through an outstanding curriculum that is designed skilfully and takes full account of UK expectations. Consequently, pupils are able to easily enter, or re-enter, the UK education system. The curriculum is adjusted well to meet the needs of all pupils including those identified as having additional needs. The school also offers an excellent range of extra-curricular activities; these enrich and extend pupils' learning opportunities.

The quality of teaching is outstanding because teachers are knowledgeable, confident and skilled. The majority deliver high quality lessons which enable them to facilitate skilfully pupils' learning. They use resources of all kinds, including skilled use of information and communication technology to support learning and make lessons exciting and fun. Pupils engage fully, behave well and have excellent attitudes to learning. Teachers mark pupils' work well, detailing what they are doing well and pointing out what pupils can do to improve their work further. Pupils are not always given sufficient opportunities to respond to this pertinent advice. Excellent tracking and monitoring of pupils' progress ensure that any potential underachievement is identified rapidly and support provided where needed.

Pupils' behaviour and their spiritual, moral, social and cultural development are outstanding. Pupils are caring towards one another and positive relationships are a strong feature throughout the school. There are many opportunities for pupils to develop leadership roles. Pupils have an age-appropriate level of knowledge about the cultures of both Britain and the United Arab Emirates (UAE) and show great respect for them.

The welfare and safety of all pupils are given the highest priority and the provision is excellent. Parents and pupils comment favourably on how well pupils are cared for and appreciate the high-quality information they receive. The school is responsive to parents' views and takes action where possible. Excellent use is made of the highly attractive and spacious facilities and good quality, generous supplies of resources.

Pivotal to the school's successes and pupils' outstanding achievement is the inspirational leadership of the executive primary headteacher and the leadership team. Leadership at all levels is highly effective because leaders are empowered to take responsibility for aspects of school development. There is a relentless focus on a continual improvement and a process of school self-evaluation which is largely accurate. Leaders are committed to maintaining high-quality professional development opportunities, peer observations and rigorous monitoring of teaching and learning. This is because, despite the high standards achieved, there is no sense of complacency among leaders. Such determination has led to outstanding performance over time. Consequently, leadership has excellent capacity to improve still further.

As a result of this inspection, undertaken during October 2014, 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 provides an outstanding curriculum for pupils of all ages. It promotes pupils' academic and personal development exceptionally well. Curriculum planning takes full account of recent developments in schools in the UK. This ensures that pupils can easily enter or re-enter the UK education system at an appropriate level.

All pupils from the earliest years follow a programme which is broad and balanced, and well-matched to their ages and abilities. The curriculum in the Early Years Foundation Stage provides children with many opportunities to engage in activities that are planned by adults and those they initiate themselves. Children make outstanding progress because the activities are enjoyable. They make no distinction between 'play' and 'work' as they experiment, plan and make decisions for themselves.

Subjects are taught through common themes that are interpreted according to the needs and interests of each year group. These themes place a strong emphasis on the development of both skills and knowledge across all year groups and, where appropriate, make effective use of the immediate environment and the resources available in the local community. Collaborative planning, with input from specialist teachers, guides the structure of the work pupils are expected to do in lessons and ensures that there is continuity and progression through the range of learning activities. Care is taken to ensure that learning builds upon pupils' existing knowledge and skills, and is appropriately challenging for pupils of all abilities. The use of computer technology is seen as an integral resource for teaching and learning. Teachers make very good use of interactive boards, for example, and pupils are adept in the use of tablets and computers.

Through music and the arts, pupils are able to develop their artistic and creative talents. Enterprise is encouraged and used as an opportunity for pupils to experience adult roles and responsibilities. The curriculum is enhanced further by a rich extra-curricular programme for all ages and residential experiences for pupils from Years 4 to 6. Many opportunities are provided for pupils to enjoy leadership responsibilities, for example, as school or house captains and deputy captains, as members of the school council or as members of the eco-team. Experiences such as these broaden pupils' horizons and support their progress towards independence.

The progress of pupils with special educational needs is supported by well-constructed individual education plans and work which meets the needs of individuals in lessons. Gifted pupils are challenged by appropriate extension work in lessons and by a recently introduced enrichment programme for the more able, gifted and talented pupils. An excellent personal, social and health education programme reflects the school's values and promotes pupils' personal development exceptionally well.

Curriculum reviews are undertaken on a regular basis. Teaching teams evaluate the impact of the taught programmes on pupils' academic progress and attainment, and their personal development. Modifications are made, as necessary, in the light of these evaluations. This ongoing process ensures that the curriculum is planned carefully to promote high achievement and prepare pupils extremely well for their next stage in education.

The quality of teaching and assessment is outstanding. Strong subject knowledge, combined with highly effective teaching strategies, ensures that the majority of lessons are excellent and as a result most pupils make outstanding progress. High standards are achieved in English National Curriculum subjects. In most subjects, pupils know exactly what they are expected to learn by the end of a lesson. In these lessons, effective use is made of assessment information to set work that is appropriately challenging for pupils' differing ability levels. A common feature is the emphasis on the development of pupils' enquiry and critical thinking skills. This begins in the Early Years Foundation Stage and is seen in most lessons throughout the school. In a Year 3 science lesson, for example, through the application of deductive reasoning, pupils made swift progress in understanding the concept of a fair test. Evidence of challenge throughout most lessons is seen in questioning that encourages pupils to think more deeply. This was seen in a literacy lesson for Year 6 pupils, for example, where rapid progress was made in developing pupils' understanding of the use of language to construct a persuasive argument.

Very effective class management is underpinned by excellent relationships between adults and pupils. As a result, little learning time is lost because pupils respond willingly and quickly to the requests of teachers. The exemplary behaviour in almost all lessons results in a strong commitment to learning as well as the development of collaborative and independent learning skills. In most lessons, pupils are encouraged to find things out for themselves or to collaborate with their peers. Pupils work independently and in small groups, stretching themselves and others as they share their thoughts and ideas. Pupils are enthusiastic and motivated learners, keen to answer and ask questions. Teachers make very good use of the resources and facilities that are available to them. These include 'home made' videos to stimulate interest and to introduce learning activities. Technology is used effectively and pupils are adept in the use of tablets and personal computers, for example, to support learning both inside and outside the classroom.

Teachers' assessments of pupils' progress towards challenging targets are systematic and accurate. These are carried out uniformly and moderated within subject teams and across year groups. Through these processes, any underperformance is identified quickly and appropriate individual support or modified teaching strategies are put in place to tackle weaknesses. Analyses of assessment information are also used to review and modify the curriculum. Recent analyses, for example, have led to a current focus on the improvement of writing across the school. School leaders have also developed highly effective systems for analysing the performance of different groups and for measuring the year-on-year improvement. These are essential elements in the leadership's maintenance of high standards. Pupils' work is marked regularly in accordance with the school marking scheme. Through marking, teachers provide clear guidance on how the work can be improved. In a few instances, however, the requests made through this marking are not always followed up by pupils.

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

The spiritual, moral, social and cultural development of pupils is outstanding. Behaviour is exemplary because pupils are self-disciplined and require little direct adult supervision when moving around school and when working independently. Pupils are consistently courteous and polite. In lessons, they are always keen to learn and respond with great enthusiasm to the challenging teaching. Almost all pupils exhibit a very positive attitude and demonstrate a high level of responsibility towards their own learning.

Attendance is high and pupils arrive punctually at school and for lessons throughout the day. Respect for their teachers and each other is evident and the highly positive relationships are a noticeable feature of the school. Pupils flourish in the supportive environment and consequently grow in self-esteem. Almost all pupils are confident and self-assured. They apply for leadership roles, participate in the pupil-led school council teams, lead initiatives, make presentations, contribute to assemblies and play an active part in school life.

The wide range of nationalities represented in the school population means that pupils learn about each other and their cultural heritage socially as well as from the planned elements of the curriculum. Whole school annual events such as International Day help to promote cultural understanding as do aspects of the personal, social and health education curriculum and assemblies. Consequently, pupils have a developing understanding of a wide range of cultures, including those of the UAE and Britain.

Pupils have an outstanding understanding of their responsibilities as members of the community. This is clear from their determination to preserve the environment and conserve its resources. Classes have monitors to ensure that lights and projectors are switched off when not needed and that the air conditioning unit is not set too low. Dedicated pupils are engaged in leading the school to achieve 'Green Flag' status. They help to organise 'Eco Week', aimed at raising awareness and understanding of environmental issues and what young people can do to make an impact. Additionally, community activities include pupils supporting a neighbouring school for children with specific physical and learning difficulties and fundraising for a partner school in Gulu, Uganda.

Pupils reflect on what they do and understand the impact they may have on others. Elements of the personal, social and health education curriculum, visiting speakers and assemblies help pupils to distinguish right from wrong. They are also helped to develop a growing understanding of, and respect for, the law in both the UAE and the UK. Pupils have insights into public life in Dubai, for example, the public transport systems and the necessity of finance and land for construction. They have age-appropriate levels of general knowledge about society and life in Britain. Older pupils, for example, can describe the recent referendum in Scotland and the importance of commemorating events such as on Remembrance Day. Pupils value each other, respect differences and take delight in being members of the school family.

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

Arrangements to ensure the welfare, health and safety of the students are outstanding. This is a strong feature of this exceptionally caring school. Pupils and staff enjoy highly positive and supportive relationships. Class teachers know their pupils well and share information formally and informally with school leaders through clear channels of communication. As a result, pupils joining the school settle quickly and all pupils know they are cared for and are valued as members of their school community.

The school takes its responsibilities to keep students safe very seriously. Policies for emergencies, prevention of bullying, first aid, health and safety issues are defined clearly, implemented consistently and applied diligently. Safeguarding and child protection procedures meet UK expectations and the requirements of Dubai. Child protection arrangements are defined clearly and are understood by all pupils, staff and parents to ensure that pupils are safe. Pupils know who to speak to if they need help or support. Cyber safety and ensuring practical steps are in place to prevent abuse of pupils are high on the school's agenda. All pupils are taught about e-safety through discrete lessons in information and communication technology and in sessions of personal, social and health education. Detailed risk assessments are carried out for activities taking place at school and for trips and visits outside of school. Consequently, pupils and staff feel safe and secure within the school and when taking part in activities off-site.

Reinforcement of positive behaviour is central to the school's behaviour policy. Staff interact respectfully with pupils and model expected behaviour. There is a culture of reflection and, when required, pupils are supported to think about the choices they make regarding their behaviour. Rewards for positive behaviour such as 'King of the Week' and house points are used to celebrate pupils' achievements and these contribute to pupils' exemplary behaviour and positive attitudes to school. Prompt and decisive action is taken when levels of attendance and punctuality fall.

The school clinic, run by two nurses and supported by a visiting doctor, provides excellent medical care. Health and medical records are kept meticulously and stored securely. The first aid policy is fully implemented and staff are trained regularly. Healthy living is built into and promoted systematically in all aspects of school life. School nurses support this by teaching lessons on making healthy food choices. It is school policy for pupils to eat healthy food at school and lunchboxes are checked to ensure this happens. Pupils, appointed as play leaders, promote physical activity during break and lunchtimes. Timetabled physical education and opportunities for pupils to participate in sports clubs and activities also promote a healthy lifestyle.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard. Kings' Education, along with the executive primary headteacher and human resources department, ensure that all the required checks are in place when recruiting staff. Scrutiny of records confirms that staff have the right to work in Dubai and that they are suitable to work with children. Members of the school team supervise volunteers who support school activities and events.

Standard 5. The premises and accommodation

The premises, resources and accommodation are of a high standard and meet fully the requirements of the standards. Regular checks of the premises and accommodation are carried out by the relevant authorities and the school has all of the certificates required to operate. The cleaning and maintenance staff ensure that the attractive buildings and classrooms are maintained to a high standard. Pupils take a great pride in the school environment and treat their surroundings with respect. Both the indoor and outdoor areas are clean and litter free.

Classrooms are a good size, well resourced and provide attractive environments for learning. The spacious accommodation allows teachers to meet pupils' learning needs in a variety of ways. For example, ease of movement allows the size of teaching groups to change quickly, depending on the nature of the learning task. Pupils make regular use of laptops and tablets to support their learning and enjoy learning with the aid of any technology such as the interactive boards. Children make the most of the high quality indoor and outdoor accommodation in the Early Years Foundation Stage.

Pupils enjoy pointing out the impressive displays seen in classrooms and corridors. These celebrate pupils' achievements and some reflect the British nature of the school. For example, one display of poppies and a soldier's helmet recognises and remembers the sacrifices made by soldiers in the First World War.

The school buildings allow safe access for all pupils, including those with special educational needs, and there are appropriate medical facilities should the need arise. There are effective systems in place to ensure the security of the grounds and premises.

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

The provision of information for parents, carers and others is outstanding. The school's website is informative and easily navigated and contains much of the information that prospective and current parents might need. Kings' Communicator is the main tool for communication along with face-to-face conversations, email, newsletters, and blogs. Additionally, a digital screen in the school's entrance shares key information. The communicator system triggers text and email alerts, posts newsletters, class and phase information, details about events and allows parents access to a gallery of photos. Parents can select and filter the type of information they would like to receive. Occasional interface difficulties with certain mobile devices

can slow the stream of information but support is available and systems in place to ensure that parents receive the information they require.

Responses in the parents' survey and in verbal feedback indicate that the vast majority of parents feel they have a genuine partnership with the school. Parents value the 'open door' policy that ensures they have easy access to teachers and staff, allowing them to share thoughts and seek advice whenever needed. Parents are provided with regular reports on their children's progress. These are personalised and informative so that parents know how well their children are doing. There are termly opportunities for formal parent consultations as well as informal discussions and on-going communication between school and home through pupils' communication books. Additionally, samples of pupils' work, collated in individual 'Learning Journeys', are shared regularly with parents. As a result, parents are well informed about the progress their children make against personalised targets in all subject areas. They are also involved in supporting their children's learning.

Parents attend a range of workshops, some of which are led by pupils, such as one with a focus on using tablet technology. Weekly 'Parent Time' provides opportunities for pupils to lead their parents through the learning that has taken place.

A few parents are represented as key stakeholders on the board of governors and there are increasing opportunities for parents to become engaged actively in the life and work of the school. Parents have created a parent steering group in consultation with senior leaders known as 'Kings' Events'. The group provides valuable support and feedback to the school and they contribute to the school's self-evaluation process. Additionally, they organise community and charity events and help to ensure the school's involvement in the wider community. Suggestions made by parents are acted upon such as the successful introduction of second-hand school uniform sales.

Standard 7. The school's procedures for handling complaints

The school fully meets the requirements of this standard. The complaints' procedures are clear and are available on the school **communicator**. There is a staged approach to the handling of complaints with clearly stated timelines. The procedures allow for a complaint to be referred to Kings' Education Board of Governors if it cannot be resolved satisfactorily at school level. Records indicate that formal complaints' procedures are rarely used. Parents confirmed that easy access to teachers and school leaders ensures that any issues are generally addressed swiftly and informally.

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

The leadership and management of the school at all levels are outstanding and this helps to explain the school's continued success. The exceptional leadership of the executive primary headteacher and chief education officer, along with the board of governors and primary leadership team, communicate ambition, drive improvement and inspire staff and pupils to achieve highly and perform well. Working closely together, they set a clear educational direction and have the experience, skill and

vision to secure consistently high outcomes. The leadership team deploys staff effectively, empowering middle leaders and teachers to take responsibility for aspects of school improvement, to share the vision and to have ownership. This results in a positive climate of high expectations and effective team working that has a beneficial impact on pupils' learning and well-being. Leaders at all levels promote equality of opportunity well. In this school, with an international population, discrimination is not tolerated.

An exceptionally well-planned expansion of the Kings' group of schools in Dubai is testament to the skills of the leadership team. Carefully considered advanced planning, in-house training of new leaders and staff relocation within the schools have been highly successful. They have ensured that quality and standards have been maintained at Kings' School Dubai.

Staff recruitment and induction processes are outstanding. As a result, new staff, mostly British trained, settle quickly and seamlessly into their positions at Kings' Dubai. Induction sessions are valued highly by the teachers; the overwhelmingly positive result of a survey of teachers supports this. Systems for staff appraisal are comprehensive and robust with teachers' classroom performance assessed regularly to ensure that pupils are engaged in high-quality learning. In addition, staff are provided with an outstanding range of training and opportunities to develop leadership skills. These help to explain why teaching is frequently outstanding and pupils' learning is so high. Leaders recognise that, in order to increase still further the proportion of outstanding teaching throughout the school, they must continue to provide high-quality professional development opportunities, support peer observations and maintain the rigorous monitoring of teaching and learning.

School leaders have an excellent understanding of the strengths and relative weaknesses of the school's performance because self-evaluation is rigorous, backed by clear evidence and mostly accurate. It is based on a thorough analysis of the school's performance and clear identification of where further improvements need to be made. The school compares its test results against UK national outcomes and other high performing international schools. Teachers are involved in data analysis and self-evaluation, ensuring that everyone has a sense of genuine ownership and commitment to bring about any further and necessary improvements. The school's continued academic successes demonstrate how well this process is working. Despite consistently high standards, there is no sense of complacency. Staff are highly motivated, continually reflective of their practice and determined to refine and develop processes. Challenging action plans set out how improvements will be achieved in subjects, at phase and at whole-school levels. These high quality improvement plans are informed by accurate school data, set out clear timescales and show measurable targets for success. Consequently, the school has excellent capacity for still further improvement.

Governance of the school is excellent. The governing board, which includes the owner, and three parents, is fully representative of the school community and holds the leadership of the school wholly to account. The board works closely, and in cooperation, with the school. Weekly meetings between the chief education officer and the Chair keep the board fully informed. Board members visit the school informally on a regular basis, acting as a critical friend to support and respond promptly to stakeholders' concerns and suggestions. Formal board meetings are minuted and held termly with the headteacher and chief education officer in attendance to ensure full accountability and to provide updates on the school's performance. Governance checks that all safeguarding requirements are met,

financial policies are effective and that performance management, including that of the headteacher, is rigorous.

Management of resources is outstanding and this has a positive impact on pupils' learning. Equipment and accommodation are of a high specification and staff are deployed well. Parents, in their questionnaire responses and in their meeting with inspectors, confirmed the view that the school is led very effectively.

Compliance with regulatory requirements

Kings' School Dubai 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. Increase the proportion of outstanding teaching by continuing to provide high-quality professional development opportunities, peer observations and rigorous monitoring of teaching and learning.
2. Raise further the quality of pupils' work and the standards they reach by ensuring that pupils have the opportunity to respond to the good suggestions teachers make in their marking of pupils work.

Summary of inspection judgements

| Outstanding | Good | Satisfactory | Inadequate |
|-------------|------|--------------|------------|
|-------------|------|--------------|------------|

The quality of education

| | Outstanding | Good | Satisfactory | 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

| | Outstanding | Good | Satisfactory | Inadequate |
|--|-------------|------|--------------|------------|
| 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 | √ | | | | |
|---|---|--|--|--|--|

The quality of provision for boarding

| | | | | | |
|--|-----|--|--|--|--|
| | N/A | | | | |
|--|-----|--|--|--|--|

Leadership and management

| | | | | | |
|---|---|--|--|--|--|
| Overall effectiveness of leadership and management | √ | | | | |
|---|---|--|--|--|--|

School details

| | |
|--|---|
| Name of school | Kings' School Dubai |
| Type of school | Private |
| Date school opened | 2004 |
| Age range of pupils | 3–11 years |
| Gender of pupils | Mixed |
| Number on roll (full-time pupils) | 898 |
| Number on roll (part-time pupils) | N/A |
| Annual fees (day pupils) | AED 36,203 – 55,096 |
| Annual fees (boarders) | N/A |
| Address of school | Umm Suqeim 3, PO Box 38199, Dubai, United Arab Emirates |
| Telephone number | 04-348-3939 |
| Email address | info@kingsdubai.com |
| Head teacher | Alison Turner |
| Proprietor | ANC Holdings LLC |

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 CfBT.

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.

CfBT Education Trust – CfBT is 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 CfBT 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 CfBT Education 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, CfBT Education 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. CfBT 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

CfBT 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.

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

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