

Kings' School Nad Al Sheba

British Schools Overseas Inspection Report

Inspection Dates: 21 - 23 March 2022

Lead Inspector: Andrew Mears

Team: Sally Lane

Dee Russell Thomas

Age Group: 2 to 13

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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 (BSO). 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 DfE, 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 BSO standards. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO inspections are to:

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

Key for inspection grades

Grade 1 **Outstanding**

Grade 2 **Good**

Grade 3 **Satisfactory**

Grade 4 **Inadequate**

Proportions used in the report

90–100% Vast/overwhelming majority or almost all

75–90% Very large majority, most

65–74% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority

4–19% Very small minority, few

0–3% Almost none/very few

Information about the school

Established in 2014, Kings' School Nad Al Sheba (KSNAS) is a co-educational school that caters for 685 pupils of 43 nationalities, from Nursery age to key stage 3. By far the largest nationality groups enrolled in the school are Emirati and British, and with a range of home languages, the majority being Arab and English language speakers. English is a second language for the majority of students. Over the coming years the school intends to extend its age range through to the sixth form.

The school is smaller than average for its type. The Nursery classes opened in January 2020 and the secondary phase opened in September 2021.

Almost 30 pupils with special educational needs and/or disabilities (SEND) follow alternative curriculum pathways.

During the COVID-19 pandemic, the school set up, and continues to run, an online school, through a hybrid model of online and pre-recorded content. Attendance for the online school was prioritised by the staff and remained at a high level.

Kings' School Nad Al Sheba follows the early years foundation stage (EYFS) framework and the national curriculum for England (key stages 1 to 4).

This is the school's first BSO inspection.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school in advance of the inspection.

Inspectors visited 33 part-lessons. Two were jointly observed by an inspector and a senior member of staff. There were 23 meetings with leaders, managers, teaching assistants, parents and carers, pupils, human resources (HR) personnel and governors of the school.

Inspectors scrutinised pupils' work in books and that produced digitally. They analysed documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were also inspected. The views of parents, pupils and staff were considered, through surveys, interviews and informal conversations.

Evaluation of the school

Kings School Nad Al Sheba is an outstanding school and provides an outstanding quality of education for pupils from two to 13 years.

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

Pupils across the school make outstanding progress and reach standards that are appropriate for their age and similar to expected standards in the UK. Almost all pupils with SEND make progress at or above curricular expectations due to significant intervention. Pupils with English

as an additional language (EAL) make accelerated progress as they develop their language skills.

Progress and attainment in English are outstanding across all phases.

In EYFS pupils start at a low baseline but with an intensive phonics programme, specific support for pupils with EAL and parental involvement, they make excellent progress in achieving or exceeding the English Early Learning Goals.

Primary pupils continue to build on this solid start and almost all are in line with or above English age-related expectations. Secondary pupils are working at or above end-of-year curricular expectations. Pupils with EAL, SEND and all other groups are well supported to ensure strong progress.

Discrete and direct teaching of phonics enables pupils to blend, segment and decode confidently. They are allowed time to consider their answers. During the inspection, children in EYFS enjoyed applying enquiry and creative English skills when searching for evidence from the 'Paddington Bear Break-In' project. Primary pupils can write persuasive letters using modal verbs and can link their reading to other subjects such as science. They recognise features of poetry and the most able are stretched to analyse and recite. Older primary pupils link the topic of space with the exploration of language. Sensory stimuli are used to elicit personification, imagery and alliteration. This produces high-quality work. Pupils used phrases such as 'blinded by its beauty', 'vibrant magical sphere' and 'lurking in the darkness'.

Secondary pupils can write to inform using statistics, jargon, connectives and formal language. They understand factual information and bias. Year 7 pupils recognise tension between characters and can transfer this to their own writing. Differentiated tasks and scaffolded prompts support the less able.

In mathematics, pupils make outstanding progress in all phases against their starting points. Their attainment is also outstanding. Data from the last three years shows consistently high standards of attainment and progress in relation to UK averages.

In the early years, children are immersed in an environment which embeds mathematical competencies through play and planned, inventive exciting teaching. Often from a low starting point, counting and early computation are learned alongside a mastery of the beginnings of mathematical vocabulary.

In primary classes, all groups of pupils including those with SEND and the most able continue to show strong progress in both internal and benchmarked assessments. By the time pupils leave key stage 2, their attainment is high compared to the latest available UK and international averages.

Considerable numbers of new pupils join the school at key stage 3, bringing with them differing levels of mathematical ability and skills in learning but progress continues unabated. These pupils immediately face very high expectations for mathematics and corresponding learning skills but adjust quickly and begin to expect more of themselves.

Differentiated tasks in all lessons personalise the challenge for pupils and often pupils choose the most challenging activities, further developing attainment, progress and ownership of learning.

Pupils in the SEND alternative pathways classes work extensively on functional skills in mathematics so that their learning is meaningful and useful. As a result, they too make very strong progress from their starting points, taking into account their very complex needs.

In science attainment and progress are outstanding.

In the early years, almost all children are on track this year to achieve at least the expected levels in 'Understanding the World'. However, in 2020/21 the number achieving the expected level in 'Understanding the World' was lower than the UK 2019 average due to missed learning during the COVID-19 pandemic. Overall, boys made better progress than girls in 2020/21 but this reversed the trend from the previous two years. Progress is rapid because children are encouraged to explore and investigate, for example how to release dinosaurs from ice.

In the primary phase, in both internal and external tests, most pupils attained above national curriculum expectations for their age. Overall, there is no significant difference between genders or different groups of pupils. All make excellent progress from their average starting points. Pupils learn to form hypotheses and investigate using scientific vocabulary.

This is the first year that key stage 3 pupils have been in the school so there are no external results for these secondary pupils. From lower-than-average starting points most pupils are working at expected English national curriculum levels for their age. Internal assessments show that a majority have made at least good progress between assessments, including all pupils with SEND.

During the COVID-19 restrictions pupils did not experience many practical investigations and the school identified gaps in scientific work across the school. This year, a wide range of practical hands-on learning experiences have enabled pupils to work scientifically and develop scientific inquiry.

Opportunities and access to excellent school resources mean that pupils, including those with SEND and the most able, thrive in other subjects. In physical education (PE), including swimming, they learn how to stay fit. The skills necessary for high performance and competition are also well developed. In art and performing arts teachers encourage creativity. In social studies and humanities they help pupils to understand and critically evaluate the world around them. Pupils learn to generalise their knowledge and skills across the whole of their school day. The ambition and work habits pupils bring to all subjects mean that they make excellent progress.

The COVID-19 pandemic has meant that during the last 20 months staff have taught many lessons remotely. The quality of online resources along with excellent guidance from teachers has meant there was little negative impact from the pandemic.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below). COVID-19 restrictions interrupted many aspects of the curriculum beyond the academic, for example trips, competitions and use of the wider community.
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).

- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8) below.

As a result of this inspection, undertaken during March 2022, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the United Arab Emirates. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding. The curriculum is broad and balanced and focuses on depth of learning. It is vibrant, culturally rich, pastorally supportive and academically challenging. The curriculum is fully aligned with the current English national curriculum, equipping pupils with the knowledge, skills and understanding to enter or re-enter seamlessly the British system. It is adapted to prepare pupils well for transitions into their next phase of education. There is a strong British focus throughout with an international and UAE perspective. For example, economic issues are discussed using pounds sterling and the ethics of countries being 'discovered' and claimed by British explorers is considered in humanities.

The school follows the new English EYFS curriculum with a play-based, interest-led approach. In primary the national curriculum is based on a concept approach emphasising 'big ideas' that span multiple subject areas. The curriculum is constantly reviewed and improved according to the needs of the pupils. After the period of online learning, teachers put a successful recovery programme in place with an emphasis on retrieval and revisiting of some topics.

Pupils with SEND who require a very personalised developmental curriculum follow three exceptionally well-designed alternative pathways. Intervention helps pupils with EAL beyond the classroom where necessary. The school's intention is that pupils will be 'ready for life and learning'. The pastoral curriculum helps pupils to develop an ability to make decisions in life that embody the KSNAS values of 'Kindness, Skills, Never-give-up, Ambition and Success'.

All curriculum policies and plans pay due regard to the protected characteristics outlined in the UK Equality Act 2010 and these are carefully mapped. However, the school does not address equality in relation to marriage and civil partnerships, sex and sexual orientation or gender reassignment due to the laws in the UAE. Equality issues related to maternity and pregnancy are interwoven through the curriculum. Formal sex-education lessons begin in Year 6 but are optional. Within the curriculum there are many opportunities to explore topics such as the similarities and differences between cultural, ethnic and religious backgrounds. Year 4 pupils, for example, are taught how to respond when faced by inequality. They consider what has influenced their own cultural identity. Across the curriculum pupils discuss how significant figures have influenced society in the context of compassion, empathy, respect and tolerance. There are 48 different nationalities in the school and this diversity makes for a rich and varied community. KSNAS is proud to be a fully inclusive school with an excellent reputation for meeting the complex needs of some pupils.

The school makes excellent use of its local and international environment and the resources within it. For example, in 'Expedition UAE' pupils learn orienteering and first aid in a safe environment. The school has excellent links with the yacht club and the local Tashkeel cultural art centre and visiting artists work with secondary pupils on art projects. Virtual trips to, for example, the Science Museum in London enhance pupils' learning. Pupils are well supported with careers advice. The innovative 'Futures' project features teachers talking about their previous employment and interests, which pupils find inspirational. The 'Kings' Window to the World' project is an initiative to give extended experiences beyond the classroom within the community. The school also offers a vast and diverse range of extra-curricular activities to develop pupils' leadership, communication, collaboration and creative skills. Participation from the youngest age is extremely high.

The COVID-19 closures prompted a curriculum review to improve aspects of pupils' learning that suffered, such as handwriting and collaboration. However, there were also positives such as development of self-regulation, independence and skills in using technology. Changes made have embraced the different ways pupils learn. They have access to up-to-date careers guidance at key stage 3 and personal targets are sometimes adapted to match career aspirations.

The quality of **teaching, learning and assessment** is outstanding. As a result, almost all pupils make strong progress in acquiring knowledge, skills and understanding across the curriculum.

Teachers are well qualified with good subject knowledge and an understanding of how pupils of different ages learn best. They plan lessons using a variety of activities and resources that engage pupils' interest and involvement. Inspiring learning environments and creative use of displays contribute to effective learning. Teachers share best practice and regularly have professional conversations to update and improve their practice.

In the early years children are able to develop their confidence and independence in a safe and stimulating environment. Activities are planned based on the children's interests and provide appropriate challenge and support for children to reach the English Early Learning Goals.

Pupils have positive attitudes to learning and are almost always well behaved so that lessons are orderly and productive. Their excellent relationships with teachers and quick response to teachers' instructions mean that no learning time is lost. Teachers ensure that the pace of lessons and the levels of challenge meet the needs of different groups of pupils. They model learning well and at the same time encourage pupils to find things out for themselves, work collaboratively and discuss their ideas. Most teachers question pupils extremely well, challenging them to think for themselves and to think critically. Teachers almost always plan questioning at different levels to deepen thinking or relate learning to real-life scenarios. At key stage 3 the large majority of teaching reflects the consistently high standards found in the primary phase.

Pupils with SEND and/or EAL are very well supported by teachers and teaching assistants. Teachers have a wealth of assessment information about all pupils and understand their needs well. This includes class profiles and individual Kings' learner passports. This information allows teachers to plan very effectively to ensure both challenge and success for all learners whatever their ability. Regular pupil-progress meetings between teachers and leaders ensure that teachers understand and respond to the needs of individuals effectively. Marking and feedback are an integral part of the learning process. Teachers use a mixture of written feedback in books and verbal and video feedback on digital work. Pupils regularly peer- or self-assess their work based on success criteria. They respond well to the written feedback from teachers, taking ownership of their learning.

The quality of remote learning during the COVID-19 pandemic was excellent. Teachers taught exciting lessons in real time and work was also available for pupils to do in their own time. This enabled families to support learning in a way that suited their own circumstances. This blended approach continued until all pupils were expected to be in school. Attendance and engagement were rigorously checked.

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

The spiritual, moral, social and cultural development of pupils is outstanding across all phases.

Standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010 regarding sex and sexual orientation, marriage and civil partnership and gender reassignment.

The school is openly inclusive. Those with disabilities are supported well. Diversity of culture, race, faith, gender and age is celebrated and pupils are encouraged to engage in topical discussion through literature analysis, debating forums and comparative, contemporary studies.

The school is committed to providing a safe, supportive environment which encourages personal growth, leadership skills and a caring ethos. Pupils have positive, respectful relationships with teachers. Behavioural issues are immediately addressed and where necessary restorative processes are followed. Pupils are encouraged to be independent, confident and supportive. British values are promoted across the curriculum. Pupils practise democracy in electing representatives and are confidently express their views in lessons. Personal freedoms are valued in an overall context of the school as a rules-based community. Pupils have painted jubilee portraits of the Queen. Andy Murray's career is studied in English lessons. In humanities, topic discussions have cross-curricular links and in-depth moral dilemmas are explored.

Parliament, The Duke of Edinburgh's Award, voting and democracy are studied in the global context and incorporated into some school-leader elections. In the early years classroom resources are always available and accessible so children can explore and discover cross-curricular links.

The PE curriculum uses the 'head, hand, heart' model, which emphasises fair play, right and wrong, winning and losing. In a recent sports day older pupils teamed together and encouraged a Year 7 pupil with disabilities by joining him in his race. The whole school spontaneously ran alongside to encourage him. This demonstrates social inclusion, with everyday values put into practice.

The school's promotion of respect for people with protected characteristics is demonstrated in the celebration of International Women's Day, respecting the elderly, welcoming the diverse school population on International Day, sharing literature on World Book Day and discussing different relationships while respecting other viewpoints and traditions. Alternative pathways such as Elevate are welcomed and celebrated. 'Everyone here is respectful', said a Year 5 pupil.

The determination to be an all-inclusive school is reflected in policies, discussions, values and support for all those with protected characteristics. Commonality and diversity are equally celebrated and no form of discrimination is tolerated. 'We are all unique and special', one pupil explained.

Opportunities for leadership roles include student leaders, head pupils, house captains, eco-counsellors, aspiring athletes, happiness ambassadors and sports roles. There are numerous pupil-voice opportunities. The head girl recently requested the return of permission to use mobile phones in school and boys want to wear kanduras on Fridays. Requests may not always succeed but they are heard.

Pupils feel they can talk to tutors and other staff. There is a strong pastoral team and a proactive school counsellor who have a real awareness of the needs, fears and frustrations of the pupils and of teachers' needs. The counsellor holds formal and informal meetings, observes behaviour in lessons and organises workshops. Every class has a tutor agreement and in the early years this is developed through circle time.

During the COVID-19 pandemic staff monitored and followed up possible disengagement of pupils. Since the return to face-to-face teaching, there is an awareness of ongoing effects that may have an impact across all years. These include anxiety, separation fears, social distancing and confidence issues. These problems are being addressed through counselling, parental awareness, workshops, assemblies and group activities.

The school prioritises happiness and the level of care and support in the school is exemplified by a young girl's comment: 'It is perfect because of great learning, fine friends, caring teachers and all the connectivity pursuits we get to do.' Another agreed stating: 'The children behave so well and teachers are kind. I didn't feel this in my other schools but now, at last I am happy and safe.'

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

Welfare, health and safety are outstanding across all phases.

Well-organised admissions procedures help pupils of all ages and their parents settle quickly into school life. Pupils say they feel welcome, safe and always included. There are robust systems in place to create a welcoming, inclusive, safe and healthy environment for pupils, staff and parents. A Year 5 pupil said: 'I love this school because teachers are interactive and make us feel safe.'

All necessary health and safety policies are in place. Pupils receive training in how to keep themselves safe online and are asked to reflect on risks to themselves in practical activities. As a result, pupils always take care of each other and themselves, reflecting the culture of safeguarding in the school. For example, pupils are diligent in wearing sun protection and remind each other to do so. Safeguarding and child protection are of a high priority and are embedded through all school processes. Processes and procedures at least meet British expectations, for example in recruitment and record keeping, while acknowledging UAE requirements. All staff understand their roles and responsibilities. Three designated, trained safeguarding leaders and all staff receive face-to-face training at the beginning of each year. New teachers have safeguarding training on arrival. Virtual training is also delivered to teachers, governors, HR and other staff. Every week there are safeguarding discussions and updates from phase leaders. Risk assessments, fire drills and evacuation procedures are properly implemented. Transport to and from school is safe and well supervised.

As pupil numbers increase, there is an appreciation of changing needs and the importance of accommodating new arrivals. Older pupils may have different well-being worries and require a wider range of methods to give them access to services. As some older boys and girls arrive from single-sex schools, there is additional focus on respect for all and equality of opportunity.

The school has zero tolerance of bullying. Any issues are immediately addressed with appropriate parental involvement. Pupils are encouraged to consider the fundamental school values of kindness, resilience, ambition and success. The behaviour ladder for all phases includes positive reinforcement, reflection and personal responsibility. There are parent bulletins and drop-in sessions and pupils say they have a range of staff members to whom they could turn. The counsellor uses intervention strategies to help them understand the school's expectations.

The COVID-19 pandemic had an impact across the whole school and there is a real awareness of post-COVID anxiety. Some early years children have needed additional support in how to socialise, share and play together and parents have also had separation fears. The school has responded with empathy and helped parents and pupils to regain their confidence and sense of well-being.

The diligent pastoral staff, proactive counsellor and medical team all work together to provide a comprehensive health and advice service. The doctor and nurses deliver training, monitor physical wellness and promote healthy living. The clinic has an isolation room which is well used to prevent the spread of infection.

Attendance dipped slightly during the COVID-19 pandemic but is now back to previous levels and exceeds UK national average figures. The school worked hard to maintain attendance during lockdown. To promote attendance the school makes sure pupils value their learning time. Pupils and parents are aware of the importance of not being absent and understand the impact of missed schooling.

Standard 4. The suitability of the proprietor and staff

The Kings' governing body includes a core group which is common to every Kings' school but includes parents which are specific to each school. Pupils regularly make presentations to the board and their voice is highly valued. Governors ensure that the school operates legally and has clear financial policies. They provide strategic guidance and regularly monitor the work of the school through visits. As a result, they play a significant part in ensuring that the school achieves its educational goals. They act as critical friends while also holding leaders to account. Senior leaders work in cooperation with the board and their separate responsibilities are understood and respected. The performance of the principal is appraised by the chair. Governors are highly effective in supporting leaders in tackling discrimination and are totally committed to ensuring equality of opportunity.

Standard 5. The premises and accommodation

The school meets the requirement of this BSO standard.

The school premises are located on one large site and are exceptionally well cared for by pupils and staff. Classrooms and circulation areas are spacious. All areas are well resourced and provide safe and very stimulating opportunities for learning. Classrooms serving pupils who have very complex needs are not purpose built but have been well adapted to meet needs. Outside areas for learning are safe and appropriate with ready access to drinking water. The building is cool and light with extensive use of glass in walls and doors, which gives the impression of space in smaller areas. The central garden area provides a calm green environment and is often used for performance and celebration.

Specialised facilities such as for drama, PE and sports coaching are very appropriate and are effectively used. The school also has swimming pools of a high standard. There are abundant shaded areas, which are well used by pupils and staff.

Current library and study facilities are appropriate for primary aged pupils. However, leaders recognise that as the number of older pupils in school increases they will require additional library resources. These will provide sufficient opportunities for independent learning and research.

A science and Technology room is also used flexibly as a laboratory, so secondary pupils have access to a specialised safe space for sciences.

The building is completely accessible for pupils, staff and parents who may need wheelchair access. There are lifts to the upper floor. Most classrooms are built or adapted to provide helpful acoustics and where sensory needs dictate pupils have access to ear protection to manage noise. The spacious building means that pupils who are sensitive to the proximity of others can move around comfortably.

During COVID-19, the school established an isolation area and practices which capitalised on the space available. For example, in the early years, 'bubbles' of children were able to use spare classrooms that were spacious and safe. The clinic is staffed by a doctor and two nurses. COVID-19 protocols are regularly checked by officials from the UAE.

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

The requirements for the provision of information for parents, carers and others has been met.

The school has a strong, communicative relationship with parents which was particularly evident during the pandemic when enhanced procedures were introduced to maintain contact. These were popular and effective and so have been continued and further developed. The school collects parents' views through surveys, informal conversations, minutes of parents' meetings and contributions to the board.

Parents are appreciative of the commitment teachers showed during COVID-19. They feel included, understood, listened to and guided to help their child's learning. Surveys carried out for the inspection show a few minor misunderstandings regarding parts of the curriculum. Nevertheless, overall parents are very satisfied. They say they are encouraged to be involved. One said: 'I have stepped back now, not because I am disinterested but because my daughter is so much more independent. She doesn't need my reassurance anymore. She knows she is in good hands.'

The online platform for communication is highly regarded and parents can follow their child's lessons, view photographic evidence and engage in conversation regarding progress and next steps. They have had detailed information through regular newsletters and bulletins, pupil passports, individual reports, formal and informal conversations, online interaction and personal meetings. Academic reports are clearly explained and the website features all the required information. Parents feel they have a voice in both overall school development and in relation to individual needs. The school appointed an Arabic-speaking receptionist this year to improve liaison and engagement with Arabic-speaking parents.

Communication with parents regarding safeguarding is excellent. Workshops are held to share information and explore child protection issues. Clear information relating to SEND and the school's inclusivity helps parents to judge if the school is appropriate for their child. Two parents, one with a child on the autistic spectrum and one with dyslexia, feel their children have made huge strides. They say the school is inclusive and welcoming and provides appropriate support for those in need while challenging to the most able.

Teachers work closely with parents who like the 'family feel' and the visibility of senior staff at the beginning and end of the school day.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is available to all on the website and is updated annually. It is common across all three Kings' schools. The staged procedure is clearly outlined. KSNAS has only had informal complaints, which were all resolved before stage three to the satisfaction of those involved. All complaints, regardless of how they are reported are recorded in the complaints log. Senior leaders meet regularly to discuss complaints. Parents say they can discuss all matters and when one had a complaint, leaders took time to discuss, explain and resolve it. The best outcomes for the child are agreed between parent and school. During the COVID-19 lockdown there was an increase in parental concerns, which leaders dealt with flexibly to alleviate families' anxieties in a difficult period.

Standard 8. Quality of Leadership in and management of schools

The leadership and management across the school are outstanding. Leaders ensure that the BSO standards are fully and consistently met and that recommendations from outside accreditation and evaluation reports are fully addressed.

The senior leaders are highly effective in working collegiately to put the school's vision and values into practice. Staff at all levels are encouraged to show leadership and initiative and middle leaders are particularly effective.

The principal communicates the vision for the school to all staff and stakeholders. At every level staff understand their role in ensuring 'the best by every child'.

Leaders model the highest expectations of themselves so that all staff appreciate the drive for excellence and the need to avoid any complacency. Continuous professional development is characterised and given momentum by a coaching approach which emphasises the importance of collaboration. Staff recruitment and deployment embed the school's commitment to excellence and entitlement to ongoing professional development.

Governors and leaders fully understand their respective responsibilities. The governing body ensures that the leaders have the resources to produce excellent learning outcomes for pupils. It collaborates in planning new capital investment to match the growth of the school and ambitions for improvement over time. Appraisal processes for the principal and other leaders are effective.

The views of stakeholders, collected formally and informally through surveys and other feedback, are properly considered in decision making. Leadership agendas routinely prioritise the need to keep parents and other stakeholders informed and involved.

Leaders at all levels have created a truly inclusive school which welcomes pupils who have very pervasive, complex and lifelong disorders. Staff have been recruited, trained or developed to dovetail with inspirational and imaginative curricular opportunities. Leaders always make decisions on school improvement with consideration of any possible impact on pupils with SEND. The organisation of school life and events starts from an understanding that they will be fully inclusive. This synergy of purpose and action is enabling struggling families to thrive.

Leaders ensure that there is respect for, and understanding of, equality, diversity and respect for all. Pupils are kept safe because leaders at all levels have a deep understanding of safeguarding and how pupils need to behave towards each other. Training for staff is effective and up to date. The importance of the school as part of a community is fully understood and fostered.

Leaders consistently gather, welcome and respect the views of pupils, parents and staff. These opinions and suggestions are often acted upon and reflect the school's commitment to democratic values. Parents and pupils are overwhelmingly positive about the work of the school and how learning is fostered. They particularly value the accessibility and approachable nature of school leaders.

Leaders recognise the hard work and commitment of teachers. They take steps to promote the well-being of staff. The large majority of teachers feel properly supported in their work.

Leaders know their school well and plan developments based solidly on the available rich assessment data. Improvements are sensibly phased and timed, monitored and evaluated.

The early years leaders have a clear vision for its purpose and operation. Their impact produces imaginative learning experiences, inspirational teaching and exciting, meaningful and safe learning.

During the COVID-19 pandemic, leaders and teachers collaborated to produce a highly accessible online school. With considerable skill and effort, the school almost seamlessly produced high-quality lessons, with due attention to well-being and attendance.

EYFS provision

The school provides very well led, vibrant and purposeful early years classes for three- to five-year-olds. In addition, there is Nursery provision for two-year-olds which was not part of the inspection. Over half of children between three and five years have EAL. As a consequence, children join the school with skills in spoken English which are below those typical for their age. Immediately on entry, they receive focused language intervention. Teachers take every opportunity throughout the day to reinforce phonics knowledge and speaking and listening skills. In-depth observations of children determine levels of need and personalised planning.

The monitoring of progress is thorough and accurate. Parents are encouraged to attend regular workshops to guide them in helping children to continue their learning at home. As a result, language, including reading and writing, develops rapidly. Observations of children also assess their learning across all areas including behaviour and social interaction. Children settle in well and rapidly learn to follow instructions and take turns. They quickly learn to be responsible, take care of their classroom and resources and to respect each other.

Cross-curricular approaches, timely interventions and high expectations combine to promote mathematical understanding and understanding the world. Teachers make sure that learning is fun and that children engage and participate. Learning is continually reviewed and reinforced by teaching which encourages pupils to think about their own progress.

Leaders have developed a curriculum which is ambitious and meets children's needs. Standards are continually monitored by leaders. They support and develop teaching when necessary. As a result, more children than the UK average achieve a Good Level of Development by the end of the Reception year.

Transition into key stage 1 is smooth because the children already behave well and enjoy learning. During the COVID-19 pandemic and their absence from in-school learning, some children did not progress in line with curricular expectations. Leaders and teachers adjusted the curriculum rapidly and effectively to boost progress for these children in blended learning and full re-entry to face-to-face lessons.

Compliance with regulatory requirements

Kings School Nad Al Sheba meets all of the required standards except those that would be in breach of the host country laws.

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

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

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

What the school could do to improve further

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

Current library and study facilities for older pupils are limited. Leaders should ensure that, as the school grows, secondary-age pupils have access to facilities which enable them to develop high-level skills in research and independent learning.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

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

Overall effectiveness of leadership and management	x			
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School details

Name of school	Kings School Nad Al Sheba
Type of school	Private Multi-cultural Day School
Date school opened	2014
Age range of pupils	2 to 13
Gender of pupils	Mixed
Number on roll (full-time pupils)	682
Number on roll (part-time pupils)	0
Annual fees (day pupils)	AED 50,200 to AED71,530
Annual fees (boarders)	N/A
Address of school	Kings School Nad Al Sheba Nad Al Sheba 3 Dubai PO BOX 38199
Telephone number	042375555
Email address	principal@kingsnas.com
Headteacher	Kerry Dalton
Proprietor	Hamad Tayeb Abdul Rahim Ahmed Al Baker

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

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

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

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

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

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

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

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

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

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

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

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

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Education Development Trust
16-18 Duke Street
Reading
RG1 4RU
UK

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