



**British School
Overseas**
Inspected by Penta International

Inspection report

The British School Al Khubairat

**Abu Dhabi
United Arab Emirates**

Date
Inspection number

3rd - 5th March 2019
20190303

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International UK. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 80 full or part lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, discussions were held with the senior staff, the management team, a range of teachers, school governors and groups of students. The team were in the school for 3 days.

The lead inspector was John Cranfield. The team members were Geraldine Cranfield, Ian Fellows, Asa Firth, Sylvia Hayles and Alison Lloyd.

2. Compliance with regulatory requirements

The British School of Al Khubairat (BSAK) fully meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

The British School Al Khubairat (BSAK) is an outstanding school which is fully committed to its vision, 'Building on our unique local heritage, we will provide a world class education inspiring all our students to exceed expectations'. BSAK sets very high expectations for all of its students and they respond by making good or better progress in their lessons. Levels of attainment are high in both academic and wider creative capacities that enable students to be highly effective learners.

The leadership of the headmaster has a highly positive impact on all areas of the school ensuring that all staff have a clear understanding of its present and future priorities, and ensures these are monitored and developed. The headteacher is inspirational in his drive to continually improve all aspects of the school. The clearly stated vision is shared and understood by all stake holders and drives the development of the school.

Effective delegation and targeted continuous professional development (CPD) ensures that senior and middle leaders have the opportunity and skills to play their part in driving the school forward. Staff have a strong commitment to working as a team to ensure each student has the opportunity to achieve at their highest level.

Parents are highly supportive of the school and value the opportunities it provides for their children.

3.1 What the school does well

There are many strengths.

- i. The governance role fulfilled by the board is of the highest quality.
- ii. The headmaster is outstanding, providing clear guidance and direction for the school. He is well supported by a passionate, dedicated and knowledgeable leadership team.
- iii. Middle leaders are cohesive and committed to improving the quality of teaching and learning and raising student attainment.
- iv. Overall, teaching across the school is strong.
- v. External examination results are high, well above UK expectations.
- vi. The commitment of the staff to drive the mission and the vision of the school forward is outstanding.
- vii. Relationships between teachers and students and students and their peers are outstanding and ensure students are well motivated and engaged in their learning.
- viii. The commitment of staff, including administrative and ancillary, to the well-being of all students.
- ix. The school nurtures responsible students and is highly successful in meeting their social and personal needs and embracing cultural diversity. They display a high level of self-awareness, self-confidence and tolerance.
- x. An extensive range of co-curricular activities and opportunities ensures a fulfilling educational experience for all students.
- xi. The implementation of highly effective health and safety policies and procedures are to be commended.
- xii. Stakeholders are proud of their school and a strong sense of community permeates throughout.
- xiii. The school embraces and values the contribution that parents make to their child's learning.
- xiv. High quality, well maintained premises support learning.

3.2 Points for improvement

Among the school's many strengths, the following are areas for possible development.

- a. Embed fully the effective use of digital technologies to enhance learning across the school
- b. Ensure through a combination of rigorous monitoring and targeted support that all teaching meets the school's high expectations
- c. Monitor and review the impact of recently introduced initiatives on improving the outcomes for all students, for example:
 - feedback and reflection policy
 - primary subject leadership structure

4. The context of the school

The British School Al Khubairat (BSAK) is the oldest British curriculum school in Abu Dhabi. BSAK was originally opened by Emiri decree as the 'Al Khubairat Community School' by His Highness Sheikh Zayed bin Sultan Al Nahyan, founder of the United Arab Emirates (UAE), to serve the families of British expatriates working in the region. The school is a not for profit, non-selective co-educational day school operating in conjunction with the British Embassy. The school is currently celebrating its 50th anniversary. The school provides an education for 1902 students between the ages of 3-18, representing 53 nationalities.

The school follows the National Curriculum of England adapted to meet Ministry requirements. Students sit iGCSE, GCE A Level and BTEC examinations. The school is an examination centre for AQA, Edexcel and CIE Boards.

The school is a member of the Council of British International Schools (COBIS), Headmasters and Headmistresses Conference (HMC), Independent Association of Prep Schools (IAPS) and British Schools in the Middle East (BSME). The school is accredited by BSME and British Schools Overseas (BSO). In the most recent Abu Dhabi Department of Education and Knowledge (ADEK) inspection, October 2018, the school was rated outstanding across all 6 Performance Standards.

4.1 British nature of the school

The appearance, nature and ethos of the school are recognisably British. As well as implementing the curriculum for England, assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and annual review meetings.

Most communications from the school to families and students are provided in English only, as are all school publications, reports, letters and the website. Texts, materials, educational equipment and software are UK sourced. The head boy and girl, prefects and house captains all contribute to giving the school a British feel.

Displays in classrooms and around the school further promote a British identity. Almost all the teaching staff have been trained in the UK against UK Teaching Standards. The importance of extra-curricular provision including clubs and school trips, are in line with British best practice. The school celebrates special events in the UK, for example Remembrance Day.

Parents are highly supportive of the British nature of the curriculum. Interviews with parents, suggested they appreciated the high quality of education and care delivered at BSAK.

5. Standard 1 The quality of education provided by the school

The quality of education provided by BSAK is outstanding.

5.1 Curriculum

BSAK offers an outstanding curriculum to its students.

There is full time supervised education for students of compulsory school age. The principal language of instruction is English. The curriculum is broad and balanced, based on the National Curriculum of England adapted to fully meet the requirements of the UAE Ministry of Education: Arabic, Islamic, Moral Education and Social Studies. The curriculum provides students with a wide range of opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of learning.

The school has a written curriculum policy which is effectively supported by long, medium- and short-term planning. The curriculum policy, procedures, detailed teacher planning and delivery is overseen and reviewed by the senior leadership team and enables students to develop their speaking, listening, literacy and numeracy skills as they move through the school. Senior and middle leaders are responsible for ensuring the key skills of all subjects are mapped with clear progression. Curriculum reviews ensure content and skills are regularly updated to better meet the needs of the different groups of students. The policies, plans, teaching and inclusive ethos of the school take into account the needs of students, including those with special educational needs, gifted and talented and English as an additional language (EAL) speakers. The school provides excellent 1:1 support with individual education plans (IEPs) for students requiring additional help. The latter are written and monitored by the learning support team. Speech and language, occupational therapists as well as an educational psychologist visit the school regularly to work with specific students. A 'Scholars Programme' is in place for students identified as gifted and talented. Once identified, each scholar is assigned a Year 12 mentor to provide ongoing additional advice and support. The recently developed EAL working group works effectively with the English department to provide additional language support.

The curriculum is supported by an extensive range of co-curricular activities and opportunities; including local, residential and international visits, girls tag rugby and yoga. There are extensive opportunities for student performance in music, sport and drama. The extensive co-curricular activities on offer was highlighted by a focus group of students as one of the 'best things' about the school.

The youngest students follow the Early Years Foundation Stage (EYFS) curriculum working towards the Early Learning Goals. The programme of activities on offer is highly appropriate to their educational needs in all areas, including personal, social, emotional and physical development and communication and language skills. The effective delivery of the EYFS is enhanced with 'in the moment planning'. Teachers instantly respond to the needs of the students and modify the learning for the individual. Students are provided with a wide range of child-initiated learning experiences and opportunities for growth. There is a strong and appropriate focus on English language acquisition. Throughout Key Stages 1 and 2, the National Curriculum for England is effectively delivered through a blend of discreet subject learning and cross curricular opportunities. The curriculum is adapted to meet local requirements. Senior school students are provided with a rich and comprehensive curriculum. It is modelled on the English National Curriculum suitably adapted to meet the needs of all learners and the school's local setting. Key Stage 4 and 5 students are offered a wide range external examinations. For example, 22 at advanced level and 3 BTEC subjects. Students are counselled carefully throughout the options process to ensure their choices match their intended Post-16 pathways.

Planning and delivery of personal, social, health and economic education reflects the school's aims and ethos. It is relevant to the ages and needs of students throughout the school. It encourages respect for human differences. The school's Moral Education and Life Skills (MELS) programme runs from Foundation Stage to Year 13 giving students opportunities to explore moral dilemmas, debate current affairs, health issues and discuss environmental issues. The school works hard to ensure students study in an environment free from prejudice underpinned by a strong moral code. Returning Year 13 Alumni students commented on the importance of the life skills curriculum to them in their first year at University.

BSAK runs a comprehensive work/life careers development framework. This starts in primary where the MELS curriculum is supported by parents brought in to give vocational talks. It is developed progressively throughout the secondary school curriculum. Secondary students are supported by a full-time university and careers counsellor.

Transitions are managed effectively throughout the school. The excellent practice in the Early Years is seamlessly transitioned into Key Stage 1. Year 1 teachers are trained to provide continuous provision and in the moment planning. Effective transition strategies are in place for the end of Key Stages 2, 3 and 4.

Students are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK. Students are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

Overall the quality of teaching and assessment are outstanding.

Nearly all lessons throughout the school are good or better with many outstanding. Whilst no unsatisfactory lessons were observed, a significant minority of lessons have yet to meet the school's high expectations. Teachers in EYFS, primary and secondary, demonstrate excellent knowledge and understanding of the subject matter they teach. Staff are trained to UK standards and regular opportunities are available for them to access CPD in the UK, in school and online. The school has developed strategies to support the Arabic staff in their pedagogy, including the assignment of UK trained mentors.

Lesson plans and observations indicate that teachers know their students and show a good understanding of the aptitudes, cultural background, needs, including the needs of students with special needs (SEN) and EAL learners, and the prior attainments of students in their class. Interviewed parents stated that they are confident and happy that the teachers know their children and ensure that they make good progress.

The school provides a high level of teacher assistant support. Teaching assistants are deployed effectively in lessons in EYFS and primary. In many lessons they were observed providing detailed individual feedback to secure progress and ensure students were clear regarding the next steps in their learning. In the best lessons, teaching assistants had clearly been involved in planning and were proactive in supporting individual students and group work.

Class time is managed wisely in nearly all lessons. In the best lessons, learning objectives are clear and referred to throughout the lesson. Appropriate learning activities are planned and the pace of these lessons ensure that learning time is maximised. In general, Assessment for Learning (AfL) techniques are effectively applied across the school, the best examples being seen in Key Stages 4 and 5. Plenaries and mini plenaries are evident in the best lessons where students are actively encouraged to reflect on their learning and identify next steps.

Teachers encourage students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. Students throughout the school have opportunities to develop their physical and creative effort both in lessons and outside the classroom through the extensive range of musical, dramatic and artistic activities alongside numerous sporting events. In the best lessons, teachers create opportunities for open-ended and enquiry-based activities which promote critical thinking and problem-solving. This is supported

by a range of classroom resources which are of a high quality, sufficient in quantity and used imaginatively and effectively. The effective and appropriate use of digital technology across the school is evolving. Some teachers make effective use of interactive whiteboards to support learning and motivate students. In a few lessons, students used their personal mobiles as a resource. An outstanding example of digital technology being employed to enhance learning was seen in a Year 10 graphics lesson where students were working independently and using IT to implement suggestions for improving their designs. Whilst there are pockets of good practice in the use of digital technologies, for example the use of banks of iPad in primary and Google classroom in secondary, the effective application of new technologies, across the curriculum to enhance learning is inconsistent.

The quality of teaching across EYFS is outstanding and ensures almost all students make exceptional progress because of the detailed understanding that all teachers and support staff have about each student. This understanding is underpinned by a culture of high-quality care and respect that enables students to flourish and grow. The staff are able to use the 'planning in the moment' model to great effect. They plan a range of exciting activities which ensure that students enjoy their learning and contributes to the rich educational experience of the youngest students in the school. The highly effective application of modelling and scaffolding techniques enables nearly all students to achieve according to their potential. The outside playgrounds are filled with a variety of equipment and activities. Teachers are constantly questioning and encouraging the students in order to help them to develop their confidence in using the equipment, some of which is unfamiliar to the students.

The high standard of teaching continues throughout the primary school with nearly all lessons being good or better. Teaching is particularly effective in enabling students to improve their communication and language skills. In the best lessons across Key Stage 1, teachers plan activities that inspire students and provide high quality verbal feedback ensuring that students know how to improve their learning. Themes are well planned, incorporating a wide range of opportunities that enable students to express themselves verbally and through writing. The level of challenge and the quality of written feedback is not consistent across all lessons. In the best lessons, teachers provide students with opportunities to reflect on their learning and apply their new knowledge. For example, in a Year 3 guided reading session, the teacher expertly used questioning to encourage students to reflect on what they had read and how punctuation impacts on meaning in a story.

Nearly all teaching across Key Stage 2 is good or better. Detailed planning and differentiation is evident in most lessons, although this is not consistent. In the best lessons, teachers effectively use open ended questioning and allow students thinking time before seeking a response. In a few lessons, the over use of closed questioning restricted students' ability to develop critical thinking skills. Most students confidently articulated that verbal feedback in conjunction with the target setting sheets, provide them with clear guidance on how to improve.

Comment marking with written responses from the students were observed in some classes, though by no means consistently.

Whilst teaching across Key Stages 3 is mainly good or better, there are some lessons where learning is restricted by the didactic and traditional approach of some of the teaching. Most teachers have a good grasp of the learning needs of individual students, based on careful, regular assessments. In the best lessons, the assessment data is used to differentiate activities which are designed to ensure all students can successfully access the curriculum and make progress.

In outstanding lessons, teachers use success criteria effectively to guide learning and employ creative, engaging and student-led activities to enable them to grasp challenging concepts, for example, the use of De Bono's' thinking hats in a collaborative lesson analysing a Shakespearian play. In the best lessons, probing questioning encouraged critical thinking and the expectations of learners was high. Consistently good or better teaching was observed across Key Stages 4 and 5. Teachers ensure that students are provided with clear learning objectives. In the best lessons, these are discussed and revisited either through mini plenaries, or at the end of the lesson. This provides both students and teachers with a clear understanding of the extent to which learning outcomes have been mastered. In the best lessons, teachers use highly effective modelling and scaffolding strategies to ensure that new knowledge is clearly understood and applied. In nearly all lessons, particularly in the upper secondary school, students demonstrate that they are both confident and competent when using critical questioning and higher order thinking skills. This was particularly evident in a Year 11 English lesson where students were engaged in exploring and extending their understanding of life in 1912. The most able students in this lesson were encouraged to explore the difference between evaluation and analysis and to apply their knowledge of Edwardian society to what they know about 'An Inspector Calls'. Across Key Stage 5 teachers make effective use of the smaller class sizes to provide high quality 1:1 coaching at appropriate times during the lesson. Students work highly effectively both independently and collaboratively, maximising learning time. In a particularly effective Spanish lesson, the enthusiasm of the teacher had a highly positive impact on student learning.

The school has a framework in place by which the students' performance can be assessed and evaluated regularly and thoroughly against its aims and National Curriculum objectives. The youngest students are assessed against the Early Learning Goals. Every student is closely observed as a 'focus child' at least once per term across all areas of learning. The age-related development statements and exemplar materials on Early Excellence Assessment Tracker (EXXAT) are used by the EYFS teachers to track student progress against expectations. Across the primary school, regular formal student progress meetings track performance, signalling the need for intervention strategies where appropriate. In addition, a range of GL assessments PTE, PTM and CAT4 tests provide further assessment data which is evaluated against UK expectations. In the secondary school, half termly assessment

points provide data which is analysed by pastoral staff. They play a key role in the academic mentoring of students, ensuring support is available if required. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria. In addition, on-going formative assessment is used to assess students' levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback. Student work is celebrated around the school, through high quality displays.

The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level. Parents of students who recently arrived from the UK reported that their children settled quickly into the school and, in the secondary school, were able to pursue external examination courses they had been following in the UK, without disadvantage.

Teaching does not undermine fundamental British values. There is a respect for individual human differences.

5.3 Standards achieved by students

BSAK is a high achieving school with impressive student performance. Nearly all students make at least good progress, achieving high levels of attainment in external examinations.

Through high-quality teaching, care and support, students make rapid progress across the EYFS. In Literacy 79% of students are attaining at or above expected levels compared to the UK figure of 72.8%. In Communication and Language attainment 92% of students met or exceeded expectation compared to the UK figure of 82.1%. For mathematics, the figures are 90% and 82.1% respectively. For Understanding the World, 95% compared to 84%. The school has identified little or no significant difference between the performance of boys and girls.

High standards are maintained across Key Stage 1. External data from GL assessments indicates that in English, 96% of students are working at or above national averages using standard age scores (SAS), 19% higher when benchmarked with the UK. 49% of students attain above expected levels, significantly above the UK figure. 97% of students are making expected progress, 52% above expected progress. Progress has exceeded UK expectations over the last 3 years. In mathematics, 91% of students meet attainment expectations, 46% exceed. The latter figure exceeds UK expectations by 23%. Student progress exceeds UK expectation. In science, 97% of students are working at expected attainment levels, with 46% above. 48% of students make above expected progress when benchmarked against the UK.

There is a similar picture of attainment and progress across Key Stages 2 and 3. At the end of Key Stage 2, 96% of students meet attainment expectations in English, 47% above. 94% of students make expected progress, 40% significantly above. In mathematics 94% of students meet attainment expectations, 33% above. In terms of progress 86% of students made expected progress, 30% above. In science 97% of students meet attainment expectations, 47% above. 90% of students made expected progress, 44% above. Across Key Stages 1 and 2, the school has identified little or no significant difference between the performance of boys and girls.

At the end of Key Stage 3, 94% of students in English meet attainment expectations, 34% exceeding. 22% of students made significantly better than expected progress, 12% higher than the UK. School data indicates that 98% of students are working at expected attainment levels in foundation subjects, 54% above. Based on CAT4 indicators 93% of students meet progress expectations, 38% above. These figures compare favourably with UK national expectations.

GCSE results are outstanding. 34% of all grades achieved were either 8 or 9. Furthermore 18% of all grades attained were at the highest grade compared to the UK figure of 3.4%. This represents a doubling of students achieving the highest grade since the last inspection. CEM value added data in 2018 (0.58) indicates the school

adds significant value. More able students achieve exceptionally well. Value added data shows SEN student make good or better progress – CEM score of 0.66. A level results are equally impressive. 33% of all grades were either A*/A. Over the last 3 years the average A*/A percentage was 37. The school has already taken steps to address the slight fall. 89% of students achieved or exceeded their CEM target grades. The school has identified that there is no significant difference in the performance between selected groups of students.

There is a clear focus on maintaining high levels of student attendance and punctuality. Attendance is high, 96.8% to date across the school. The average attendance across the previous 3 years was 95.8%. The school has rigorous policies and procedures to ensure attendance remains high. Punctuality is equally good, 96.8% to date across the school. The average punctuality rate across the previous 3 years was 96.2%.

The school is highly successful in helping students to develop their personal skills and qualities. Students are thoughtful and well behaved. They are highly motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

6. *Standard 2* Spiritual, moral, social & cultural development of students

The spiritual, moral, social and cultural development of students is outstanding.

Students develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, planned Moral Education and Life Skills (MELS) programme, co-curricular activities, and the formal and informal curriculum as they move through the school. Themed assemblies supplement the curriculum and focus on the school's values which are rooted in the values of the UK. Recent themes have covered areas such as 'Resilience and Endeavour' in addition to 'Anti-Bullying' and 'Digital Citizenship'. A 'Failure Week' focus included an assembly showing how students can learn through their mistakes. Staff role modelled their own failures. Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The school enables students to develop their self-confidence, self-esteem and self-knowledge effectively. There is a rich and diverse range of curricular and co-curricular opportunities.

Students' behaviour is outstanding which allows teachers to focus on learning and ensures lesson time is maximised. Students report that their teachers are fair and give rewards and apply sanctions consistently and appropriately. The reward systems are clearly motivating for the students and are linked to the school values. Students know who to talk to if they feel anxious, including trained student anti-bullying ambassadors, deployed to great effect on the playground. Golden Rules in Early Years and Key Stage 1 form the basis of the school's behaviour code. These are reinforced throughout the school in displays and in student diaries. In Early Years, numerous examples were noted of students politely reminding each other of rules such as 'we put on aprons' and 'we put things back'. The school's positive ethos facilitates high moral standards and ensures students have a clear idea of right and wrong. The use of restorative justice approaches is increasing students' awareness of the consequence of their actions. For Muslim students, principles of right and wrong are further addressed and embedded in Islamic and Quranic studies. The school fosters and enhances a feeling of togetherness and "family". During the visit not one instance of inappropriate behaviour was observed.

Students are warm and welcoming to visitors. Students who had recently joined the school spoke of how they had transitioned seamlessly into school life thanks to the support and friendliness of their peers. Students are happy in lessons and enjoy their break time. Students show great respect for their teachers and for each other. Collaborative working was a strength observed in many lessons.

Currently there are 53 nationalities present in the school. The whole school International Day, National Day and Martyrs Day allow students to value differences and develop appreciation, respect and tolerance for those with different faiths and beliefs. The 'My Identity' UAE curriculum encompasses 6 themes including 'My Culture', 'My Citizenship' and 'My Values'

which add to the student's knowledge of local culture. The local culture is further represented through displays in shared areas and also in individual classrooms. A display in Year 4 celebrated the different languages of the diverse student body. During the visit students clearly demonstrated tolerance and respect for each other. A programme of trips and visits, both locally and overseas, provide further opportunities for students to develop life skills and enhance their global and cultural awareness.

The large take up of students for the 'BSAK Award' and the Duke of Edinburgh International Award testify to the passion students have for service to others. Service to the community is embedded in the school. Service opportunities across the school are extensive. Students are keen to support charity initiatives locally and abroad including Red Crescent, 'Make a Wish' and 'Operation Smile'.

Leadership opportunities are extensive. Students are clear and supportive of democratic election processes. The primary head boy and girl posts are renewed each term further extending opportunities for students to exercise leadership. The student council and the house system provide further opportunities for leadership. Student Global Social Leaders are aligning the school with the UN Sustainable Development Goals. They are currently redeveloping an area of the school into a green space.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is delivered within the laws of the country. The school precludes the promotion of partisan political views in the teaching of any subject. Where applicable, students are offered a balanced perspective. As they progress through the school, students' rich curriculum and co-curricular experiences ensure that they broaden and deepen their understanding of the responsibilities of citizenship not only in the UAE but in the UK and globally.

7. *Standard 3* The welfare, health and safety of the students

The provision for the welfare, health and safety of students is outstanding.

BSAK places the safety, health and welfare of students at the heart of school policies, procedures and initiatives. It is fully compliant with the Abu Dhabi Occupational Safety and Health System Framework. All visitors, including parents are expected to wear badges when they enter the school. Students are able to differentiate between the coloured lanyards worn, (visitors, staff, parents) and know they should report anyone they see without one.

A comprehensive policy is in place for promoting good behaviour among students and setting out the consequences for misbehaviour. BSAK has a wide ranging and proactive policy in place for guarding against bullying and dealing with any unacceptable behaviour. The introduction of 'restorative justice' has led to a holistic approach to manage effectively any minor behaviour issues. Where more serious incidents occur, appropriate consequences are in place and detailed records are kept. Relationships between staff and students are excellent with most students reporting highly positive attitudes towards school.

Highly effective child protection policies and procedures are in place. All staff, as well as the designated governor, receive child protection training. These arrangements are regularly reviewed with the Safeguard Lead and senior management team. The school implement a 'safer recruitment' policy ensuring all staff, including non-teaching staff, possess a relevant international police clearance certificate or equivalent. The school actively promotes a climate of openness. Students are encouraged to discuss their feelings with a teacher or the school counsellor.

The school's first aid policy outlines the procedures and practices for all staff. There are 3 full time nurses on site throughout the day who can be reached in an emergency through the call buttons within the school. The school has a well-equipped clinic where all medicines and records are securely stored. Records are kept up to date and staff are informed on a need to know basis. Procedures for contacting parents in an emergency and availability of emergency care, if the school cannot provide this, are clear. 110 members of staff are first-aid trained. First aid boxes are located around the school.

Students are fully aware of the importance of living a healthy lifestyle. Information is provided through a combination of the National Curriculum, MELS programme and co-curricular activities. A new catering service was introduced in 2018 to improve the quality of food in line with the school's healthy eating policy.

Termly fire drills are conducted and procedures are evaluated by the Health and Safety team. Recent work with the 'Control Risk' group has led the senior management team to review their 'lockdown' procedure in favour of a 'controlled evacuation' off site. The first 'managed and controlled' drill will be carried out later this term. Written risk assessments

for educational visits cover both the needs of the students and any hazards at the venue or during the journey.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. The school maintains an admission and attendance register, using iSAMS data management system. Whole school attendance for the year stands at 97%. Attendance is tracked and analysed. Any issues are followed up and targets set for improvement.

Supervision on and off site is carefully planned. There are high levels of supervision at swimming lessons, during break and lunch times as well during drop off and pick up. The school has recently updated dismissal policies and procedures for students who use the school bus at the end of the day to ensure the highest level of safety.

8. *Standard 4* The suitability of the proprietor and staff

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. In addition, the governing body take responsibility for the recruitment and checking of staff credentials. Comprehensive checks are in place from the school and ADEK, based on best UK and UAE practice. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in UAE and their previous employment activity. Acceptance is subject to the receipt of 2 satisfactory references including most recent employer and headteacher for teaching positions. A single central register is in place containing all essential information. This includes permanent and supply staff, board of governors and embedded contractors. This shows when they started and stopped working in the school. There are no unsupervised volunteers. This has been an enhancement since the last inspection. The addition of a school counsellor and safeguarding committee has added an additional layer of comprehensive care. Safeguarding is also a standing item on the full board agenda reported upon by the assigned safeguarding governor.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development. The school has appropriate recruitment policies and procedures designed to attract and retain highly qualified and committed staff.

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding.

The school provides students with high quality safe learning environments. There are subject specific areas for all areas of the curriculum. The use of the main entrance for music performances is greatly enjoyed by the student and parent community. The facilities are excellent and include several libraries, computer suites, music facilities, food technology rooms, swimming pools, a variety of pitches and a fitness suite.

Fittings and furniture are of a high standard and carefully chosen to be age appropriate. There are welcoming displays throughout the school which clearly demonstrate students' learning and other educational experiences. All visitors, parents and staff sign in or use school ID cards. The security staff are careful to check visitors and are clearly visible. Start and end of day routines are carried out in a calm and well-organised manner.

Great care has been taken to ensure that after school hours, external lettings comply with the highest safety standards. High levels of maintenance and care are clearly evident. The physical environment is clean, fresh and safe. Flooring is well maintained. The site is kept clean throughout the day by a team of cleaners.

Air quality is good with temperatures maintained at a comfortable level throughout the building. The high quality and regular servicing of the air conditioning system ensures that there are no problems during the extreme temperatures of the summers. The atmosphere is further enhanced by ample natural light and high-quality artificial lighting. Water supply is tested and meets local regulatory requirements. Sound insulation and acoustics allow effective teaching and communication. There is 24-hour security, significant CCTV coverage and security lighting across the campus. The latter ensures visitors can safely enter and leave the school premises at all times.

Gender and age-segregated toilet and washroom facilities are available for students across the school. Changing facilities and showers are available after physical education and swimming lessons. There are disabled toilet facilities. If needed, room allocation and timetable can be altered to meet the needs of disabled students. Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of hot and cold water. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users.

Whole school fire drills are carried out once a term. Staff receive fire safety training and evacuation marshals are appointed from staff members. The school has wheel chair access and fire drills are organized to include provision for students with special needs. Lock down drills have been carried out annually. The school has recently reviewed its lockdown procedures with external consultants.

The school has a dedicated well equipped and up to date medical centre. Qualified nurses cater for the medical and therapy needs of students including medical examination, treatment and short-term care. The premises include washing and toilet facilities. Current dining facilities consist of four service points, including a café for the use of staff and sixth form students.

10. *Standard 6*

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

The school's mission, vision and statements are clearly visible around the school and posted on the school's website. In addition, eye-catching displays are evident in public areas, offices and classrooms. Behavioural expectations of BSAK students with details of rewards and sanctions information are displayed in classes and reinforced through staff role modelling, Moral Education and Life Skills lessons and assemblies.

There is a real feeling of community permeating the school. A warm welcoming atmosphere envelops the visitor from the first smile of the security guards, through the busy foyer and into the heart of the school. Administrative staff are always available to assist visitors and ensure that they have access to the appropriate member of staff.

School and parents communicate through a variety of formal and informal ways including the school website, iSAMS management system, emails, social media and letters from school. The headmaster also sends a weekly email to parents and staff in order to ensure that they are kept up to date with school calendar events and key information. Members of the 'Friends of BSAK' association support the work of the school effectively. Formal parents' evenings and workshops for parents ensure they are kept well informed about their children's attainment and progress as well as the curriculum and teaching and learning strategies used in lessons.

Parents are also encouraged, should they wish, to meet with staff in addition to those scheduled in the school calendar. Parents of EYFS students are welcomed and encouraged to enter the classroom at the start of the day. Teachers and senior staff are highly visible at the start and end of the day, effectively facilitating informal communication. Parents welcomed and appreciated the family feel of the school. The school encourages parents of the younger students to visit the library and read with their children prior to the start of the day. This initiative is well supported by parents, creating a highly engaging learning atmosphere.

Parental satisfaction is externally surveyed annually. Feedback data from the surveys reveals that communication is viewed as a strength by the parents. This was reinforced by parents who were interviewed during the inspection. The focus group of parents stated that they found the workshops relating to their children's learning experiences in the school, informative and helpful. They did, however, indicate that daily or weekly emails from class teachers about what the students had learnt that week and future learning, together with guidance on how they can contribute to and enhance their child's learning, would be welcomed. A focus group of parents expressed considerable support for the school, referencing specifically the dedication of the staff and the openness of communication. They stated that staff are very approachable and reply to emails in a prompt and informed manner.

Admissions procedures are available on the school's website. The considerate responses of the admissions team is recognised and valued by parents and staff enabling new students to settle quickly and putting parents' minds at rest. Indeed, in some cases, even before the family has moved to Abu Dhabi, communication through emails and VOIP ensures the move is as smooth as possible. The chair of governors can be contacted through the clerk to the board. Contact details are clearly highlighted on the school's website. Information regarding the board of governors is also displayed in the main entrances to the school. Previous inspection and accreditation reports as well as key policies relating to complaints, behaviour and admissions are available on the website. Parents may also request a hard copy.

The school's learning support policy is to be found on the intranet and the curriculum policy can be accessed via the parent portal. These too are available upon request. Information relating to school policies is also available through specific handbooks. Handbooks relating to their children's section of the school are sent to parents at the start of each academic year. The anti-bullying policy, the rewards and sanctions policy and the first-aid policy are also available on the parent portal and as a printed version should a parent request it. Senior staff are always willing to discuss queries with parents in order to ensure clarification. A focus group of parents indicated that they are familiar with the school's complaints policy and stated that any concerns are always dealt with quickly and effectively, usually by the teacher. They have confidence in the staff and feel that there is no need to take grievances to members of the leadership team as the teachers are professional and competent. Parents and prospective parents are well-informed through the learning support policy, about the school's provision for students with special educational needs and the support given to students for whom English is an additional language. Interviewed parents stated that the support given to students with SEN and their parents, is to be commended.

Examination results for the previous three years are available on the website. The school's academic achievements are displayed in the school. Reports are sent to parents three times a year. A focus group of parents stated that they, and their children, felt fully informed about attainment levels, targets, effort, behaviour, attitude to learning and attendance. School policy is to publish the BSO report on the web site.

11. *Standard 7* The school's procedure for handling complaints

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The complaints procedure is given to parents of new students and is available on the school's website. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis, firstly by the teacher or tutor concerned.

If the issue still remains unresolved, the matter is considered by the most appropriate line manager – Stage 1. There is provision for an unresolved complaint to be considered formally by writing or emailing the headmaster. Acknowledgement is within 3 working days – Stage 2. Should the matter still remain unresolved there is provision for the establishment of a hearing before a panel appointed by or on behalf of the governing body and consisting of at least 3 people who have not been directly involved in the complaint. This takes place within 30 days of the receipt of the letter by the Clerk to the Board – Stage 3.

Board members are independent of the day to day management of the school; the panel will comprise at least one member of the board. The procedure allows for the complainant to be accompanied by a friend, colleague or relative. The panel's findings and recommendations (if any) will be sent in writing to the headmaster, and where relevant, the person against whom the complaint has been made within 7 working days of the hearing. Written records of formal complaints are held in a file kept by the headmaster indicating whether they were resolved by him or proceeded to a panel hearing. There has been one formal complaint since the last inspection, all concerns have effectively been dealt with informally.

All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. All proceedings are kept private except where legislation demands otherwise. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. *Standard 8* Leadership and management of the school

The governance role fulfilled by the governing body and the quality of leadership throughout the school is outstanding.

The senior management team which includes non-teaching senior personnel, is held to account by the governing body. The full board meets once a term. The headmaster meets informally with the chair of governors on a more regular basis. Collectively the senior management team is uncompromising in their desire and drive to improve attainment, and maintain the highest levels of achievement, for all students irrespective of their ability over a sustained period of time. Development plans are based on a highly accurate understanding of the school's strengths and weaknesses.

The headmaster provides outstanding leadership. He is well supported by a highly skilled and competent senior management team. Collectively they have developed a shared vision which provides clear direction, as reflected in the high quality of education, the care of students, and the fulfilment of the school's aims and ethos. The school has responded to the recommendations of the last report with enthusiasm. Appropriate delegation of areas of responsibilities is enabling staff to make a strong contribution to the effective development and progress of the school. There is a rigorous and extensive system in place for appraising all teachers. The headmaster supports senior and middle leaders to continue to develop further. To that end, the school commissioned an external training agency to provide middle leadership training to enhance the school's comprehensive internal professional development programme. The recent increase in the CPD budget reflects to school's desire for continual improvement.

The school's curriculum provides highly positive, and often memorable learning experiences. Rich learning opportunities are embedded throughout the curriculum. In addition to the monitoring of academic standards, great care is taken to ensure all students have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on student behaviour, in addition to their social, moral, spiritual and cultural development. Whilst overall the quality of teaching is outstanding, the school is aware that a significant minority of lessons have yet to reach the expected high standards.

The school leadership team values highly the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognized as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

The school has established highly successful strategies for engaging parents and carers. Parents are actively welcomed into the school on a daily basis. Whole school policies are available to parents. They are regularly reviewed and updated. Learning is clearly seen as a partnership. The school is pro-active in seeking to recruit staff of the highest calibre and ensures all safeguarding procedures are in place.

13. *Standard 9* The quality of provision for boarding

Not applicable.