



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **The British School Al Khubairat**

### **Abu Dhabi United Arab Emirates**

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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. 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, 75 full- or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team and members of the board and a range of teachers, parents and groups of students.

The lead inspector was Colin Dyson; team members were Kila Barber, James Conly, Nan McKeown and Sheila Smith.

## 2. Compliance with regulatory requirements

The British School Al Khubairat meets all the standards for British Schools Overseas accreditation.

## 3. Overall effectiveness of the school

The British School Al Khubairat (BSAK) is a good school with many outstanding features, which provides high quality opportunities for its students.

The school has been through a period of significant change in recent years. The senior leadership team has now been stabilised with the appointment of key new post holders.

Students at BSAK learn well and nearly all make good and often excellent progress. They benefit from teaching that is at least good. This promotes positive attitudes to learning and ensures that achievement is at least good. Teachers demonstrate a high level of commitment and dedication to ensure students are well cared for. The school has been effective in creating a cohesive learning community by promoting the students' spiritual, moral, social and cultural development and developing tolerant and respectful attitudes to others. The students, parents and staff are committed to the school and its future success.

The campus provides an outstanding learning environment for all students.

Governors are proactive. They review welfare, staff recruitment, and health and safety arrangements fully and regularly.

There is a positive climate for learning, so that students are well prepared for the next stage in their education, training or employment.

## 3.1 What the school does well

There are many strengths, which include:

- The high quality governance.
- Teaching, which is good; there are a significant number of outstanding lessons.
- Student attitudes, behaviour, personal development and their spiritual, moral, social and cultural development which are a strength - they are outstanding ambassadors for their school.
- Academic standards are outstanding: students consistently achieve well above National Curriculum (NC) averages and many go on to study at high quality universities.
- The school successfully creates a family orientated, respectful and vibrant community for all its students.
- The school has developed an enthusiasm for learning that extends well beyond the classroom.
- The Headmaster, who has quickly confirmed his inspiring drive for rigorous, continuous improvement, encouraging all students and staff to realise their full potential.
- Positive relationships between school members are clearly recognised as laying the foundations for highly effective learning.
- The many opportunities for students to develop the skills of leadership, and to befriend and assist younger learners.
- Parents who place a high value on the school and recognise the vital role the school plays in their son/daughters lives.
- The high quality campus celebrates the importance of education to students and the wider community.

## 3.2 Points for improvement

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

- As a professional development initiative, ensure the wealth of current teaching expertise is shared to develop further higher quality teaching and learning across the school.
- Broaden the current monitoring and tracking systems to incorporate all the skills that students will require for their future lives beyond the school.
- Further embed and develop the inspiring drive to be the best, ensuring BSAK develops as a world class innovative leader in British and international education for the 21<sup>st</sup> Century.

## 4. The context of the school

The British School Al Khubairat (BSAK) is a not-for-profit co-educational day school, providing a UK style education that takes full account of the requirements of the Abu Dhabi Education Council and the Ministry of Education in the United Arab Emirates.

BSAK opened in 1971 and is the oldest British curriculum school in Abu Dhabi. The school operates the English National Curriculum adapted to take account of the requirements of the Ministry of Education of the UAE. BSAK students sit GCSE and GCE A level examinations.

There is no provision for boarding at the school.

The school provides education and care for children from the age of 3+; many stay until they leave to study at university. The school has a defined ethos based upon five key aspirations; 'whole-school' approach, holistic development of the student, not-for-profit, non-selective and community focus.

With the continued growth in student numbers at the school, investment has been made to ensure the campus expands to meet fully the needs of increased numbers of students. BSAK aims to provide a world class education for 1,900 students from over seventy nationalities.

## 4.1 British nature of the school

The British nature of the school is evident and a strength of the school.

The language of instruction in the school is English. The school is organised according to the structures used in English schools. Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.

The Headmaster and key leaders hold appropriate UK qualifications. The majority of the staff are UK trained and qualified. Most of the rest hold qualifications recognised by the UK DfE.

The National Curriculum of England has been adopted throughout the school from Early Years to Year 13.

The school demonstrates a commitment to British education initiatives, both in terms of curriculum and assessment. There is a clear commitment to a broad and balanced curriculum. Extra-curricular provision including clubs and school trips, is very important, and managed in line with British best practice.

The curriculum is enriched with a wide ranging co-educational programme, including trips and visits locally, regionally and overseas.

Students are encouraged to develop effective social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds.

Assessment methods are also reflective of standard practice in England. GCSEs are offered at Key Stage 4 and AS/A2 Levels are offered at Key Stages 4 and 5.

Music, art, sports and drama feature prominently in the curriculum and creative events are presented to the community from Early Years to Year 13.

Parents are highly supportive of the UK theme of the curriculum. Interviews with parents suggested they appreciate and value the British style of education.

## 5. Standard 1

### The quality of education provided by the school

Overall the quality of education provided is good, fully meeting the standard for BSO.

#### 5.1 Curriculum

The quality of the curriculum is good.

The Early Years curriculum broadly follows the English Early Years Foundation Stage (EYFS) curriculum and adapts the enhanced provision to meet the interests of the children in each class. For example, one class demonstrated an interest in ice in their water tray, but another wanted to pursue a hairdressing salon in their role play corner. The curriculum is taught by specialists for PE, swimming, music and Arabic. Children also have the opportunity to visit the library on a weekly basis. It is enhanced with additional programmes such as *Squiggle whilst you wiggle* and *Dough Disco*. These are designed to develop fine motor skills and are enjoyed by the children taking part.

Throughout Key Stages 1 and 2, the curriculum is broad and balanced and closely aligned to the National Curriculum for England. Curriculum policies and appropriate plans enable teachers to provide a wide range of experiences for all students. The curriculum is delivered by class teachers supported by specialist teachers for PE, music, French, Arabic and social studies. Muslim students also take part in Islamic classes.

Students are provided with opportunities to experience linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The subject matter is appropriate for the age and aptitudes of the students. Some opportunities are taken to provide greater challenge for the many students who are achieving above NC expectations. The provision of personal, social and health education is a strength: it helps to develop confident and positive students who are proud of their achievements and of their school.

Students are also offered the opportunity to undertake instrumental lessons and contribute to the wide range of performance opportunities available. The curriculum is enhanced through an afterschool programme offering an extensive range of sports, music, academic and artistic activities.

The Secondary school's curriculum is broad and balanced and meets the needs of the students as well. All students enjoy a full time teaching curriculum, with excellent student teacher ratios. Core skills and best practice was seen where students were challenged to go beyond their knowledge and skills and to explore their understanding.

The curriculum is age appropriate and follows UK standards in assessment and external examinations allowing students to re-enter the UK education system if necessary.

The choice for students is impressive and much work goes into maintaining a strong and rich co-curricular programme to support the learning in the classroom.

A dedicated team of staff support the students to make good choices and help them plan for the future. There is a clear programme of personal, social and health education (PSHE) which supports student development. Formal careers guidance is included in the PSHE programme for years 10-13.

Many good opportunities for enrichment are available to support student development and increase competitiveness when applying to university and in preparation for adult life. Careers guidance is strong with students well prepared for option choices and university placements.

Opportunities for personal growth and development are numerous. The Student Council and the student leadership team offer a variety of opportunities for students to develop their leadership skills.

BSAK is proud of their alumni, many of whom are attending, or have attended, some of the top universities both in the UK and the rest of the world.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good, with some outstanding elements.

The quality of teaching across the EYFS is generally good with knowledgeable staff able to plan for the developmental needs of the young children in their care. For example, there was a good collaborative art activity to develop communication skills for a group of identified students.

The class teachers in EYFS demonstrate good subject knowledge and model technical language well, for example when the children were learning about the use of digraphs during a phonics session.

In the FS2 year group, although there are the beginnings of a more child-initiated approach to learning than has been used before, there was limited evidence of differentiation seen. Thus progress for many students was restricted to an expectation of average attainment. There was limited evidence of an enabling environment to stretch and challenge the more able students.

The pitch of the majority of lessons was at the general level of the class and delivered largely through whole class directed teacher talk, before breaking into smaller focused groups and child self-selecting activities.

Where learning and progress was most successful, students were taking their own learning forward, such as finding their own ways to make 9 using Numicon apparatus. Another positive example of child engagement was during a Learning Support session when the students were animated to explain their targets for writing and how *Disco Dough* helped them to develop their hand muscles.

The staff acknowledges that tracking is not yet consistent across the Foundation stage. It is an area of priority which has been identified and planned for, in the school's development planning.

The students are given a good start in the Nursery year group with the newly implemented Seesaw tracking system in EYFS allowing staff to record annotated observations through photographs. These will then be used to share with staff and parents and to identify next areas of focus in planning. Staff are positive about this initiative. Further consideration of tracking the personal, social and emotional development of children in FS2 is beginning to emerge to complement the comprehensive academic reporting systems in place.

In Key Stage 2 each year group across all curriculum areas, students make good and sustained progress, developing knowledge, understanding and skills. Nearly all teaching was good and a significant number of lessons were outstanding. In the lessons judged as

outstanding teachers created memorable learning experiences that went beyond the classroom in their significance and led to excellent progress in learning.

Teachers plan effectively and use a range of teaching strategies to enhance learning. The use of video to provide individual support in maths, green-screen technology to enhance speaking skills and information technology (IT) to create web pages were highly effective learning strategies that provided enhanced opportunities for all students.

Students are given opportunities to articulate their knowledge and understanding. During a PSHE lesson, students co-operated and listened to others' ideas to tackle a practical challenge. In an English lesson students worked in a sustained way to perform a poem and were given sufficient time to review what they had learnt and to develop their ideas further.

In the most successful lessons, teachers ensure that all students are encouraged to apply intellectual and creative efforts. They created bio-degradable plastic, actively discussed topics such as whether homework was a benefit to learning and challenged mathematical concepts that stimulated interest and encouraged them to think for themselves.

Across Key Stage 2, teachers have created highly effective learning environments that both support and celebrate student achievements. Resources and teaching strategies provide students with rich learning that sustains their interest and challenges their thinking.

Teachers monitor student progress and provide clear guidance on how individual students can improve their learning. Effective marking and target setting has a positive impact and gives a clear indication of how well each student is achieving. The school has recognised the need to ensure both formative and summative assessments are consistently used, to enhance both the planning and delivery of lessons that meet all students' needs.

In Key Stages 3, 4 and 5 the quality of teaching is at least good with many outstanding lessons.

Teachers are working very hard to create highly stimulating and effective learning environments. Classrooms are well equipped with high quality resources. Some of the interactive whiteboards are used in a highly effective manner to enhance learning. Watching film clips, YouTube demonstrations or verb endings moving into place were all used as tools to stimulate discussion or demonstrate good practice. Good use is made of practical lessons to simulate and embed knowledge. Classroom displays in most rooms and corridors are excellent.

Teachers across the curriculum are well qualified and their subject knowledge is at least good and often outstanding. Teachers are enthusiastic and keen to share their expertise and knowledge with the students.

The quality of the teaching ensures that almost all students are making sustained progress and teachers have consistently high expectations of students. High quality questioning is used effectively to check students' understanding throughout lessons. Other forms of formative assessment were observed such as the use of mini whiteboards and peer assessment.

Lessons observed were differentiated for students identified as having a particular focus requirement. This ensured that students are appropriately challenged and able to make good progress. In the best practice teachers and learning support assistants were proactive and involved in the students learning, both in planning and delivering the lesson.

Student behaviour is outstanding and students are enthusiastic about their learning. They are keen to take part in the lesson and often ask searching questions.

Assessment and tracking systems are now in place and the school is aiming to develop the effectiveness and impact of this further. Current best practice is seen where departments are using iSAMs to track and monitor student progress. This practice impacts positively on their planning, teaching, learning and outcomes. The school is working hard to create a culture where data is used more frequently and effectively across the curriculum. The pastoral system supports this through a proactive approach.

High-quality marking and constructive feedback from teachers was seen in some students' books. In the best practice, clear praise and targets are set for individual learning. Levels are used to identify and track students' work. Students are aware of their levels of achievement and what needs to be done to improve. However, this was not consistent across all teachers, year groups or departments.

Examination and assessment results clearly show students have gained a thorough understanding of the skills, knowledge and understanding needed to be successful.

## 5.3 Standards achieved by students

Standards achieved at each Key Stage are excellent and final examination results are outstanding.

NFER Data available from June 2015 shows that by the end of KS2 students achieve better than their UK counterparts. Compared to the UK target of 65% level 4 and above in English, BSAK students results were 98% reading and 93% writing. There was no significant difference in results for boys and girls. In mathematics, 96% of Year 6 students met or exceeded the national expectations, with 5% scoring full marks. Compared to 2014 data, 13% had made high progress, 81% made average progress and 6% made low progress. Progress in year groups throughout the Primary school show 93% of students were meeting or exceeding UK national averages.

Primary assessment and tracking has undergone a major review and is in the process of improvement since the introduction of iSAMs. Currently data is analysed at class level to identify individual needs, year group level to address cohort needs, in addition to department and whole school level to monitor and act on trends. The Assessment Coordinator, together with the subject leaders, is driving school improvement in this key area to ensure there is accurate and trackable data to build on in coming years.

The standards achieved in Secondary are outstanding. Students achieve at the highest level in all key stages, well above UK national levels. Value-added is very good and final outcomes at GCSE are outstanding at 96% A\*- C, and at A level 88% achieving A\*- C. BSAK celebrates the strength of their alumni with students attending many of the top universities, both in the UK and the rest of the world.

## 6. Standard 2

### The spiritual, moral, social and cultural development of students

The provision for spiritual, moral, social and cultural development of students is good.

The school promotes empathy, independence, passion, respect and wellbeing, stating that ‘these values shape our present and the future’. *Golden Rules* are followed in the lower part of the school with sectional codes of conduct further emphasising values and clear expectations of behaviour throughout the school. A recent anti-bullying week celebrated the concept of unity when all students wore white. 30 nominated and trained ambassadors from Years 3-13 are currently active in promoting a safe and respectful community. Primary students interviewed talked of the issue of bullying and how the Ambassadors hoped to work with the teachers to solve the problems of bullying. A *Friendship Bench* competition was held with the winning design being produced for the playground.

Moral development is emphasised: the school enables and encourages students to distinguish right from wrong, and to show respect. Students behave responsibly, show initiative and understand how they can contribute to community life. The school encourages students to develop their self-knowledge, self-esteem and self-confidence. Students readily accept responsibility and leadership roles within classes as Class Reps and throughout the wider school areas as Prefects, House Leaders or Captains and Peer Mentors. Links across the school phases are made. For example 6<sup>th</sup> Form students lead House Games twice a week for Year 3 where students greatly enjoy matches of Bench Ball, following rules and direction with complete acceptance. Any student from 14-18 on the Duke of Edinburgh programme is expected to volunteer in non-profit making projects in the community. The Student Council takes responsibility for helping raise money for charity. The Secondary Student Council speaks of a strong student voice. Recent changes to uniform and food are amongst their proud achievements. The student led Charity Group also makes the decision on how the funds are allocated to charitable organisations. Projects such as the Borneo community project supported the renovation of a rural Primary school in Borneo.

BSAK provides students with a general knowledge and understanding of the UAE through Social Studies. Parents have commented on wishing to see more cultural visits to local museums and places of interest to further enhance this provision. Eid and the UAE National Day are celebrated in a traditional Arabic way with parental recommendations sought.

BSAK also promotes general knowledge and understanding of modern British life, including attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. The Social Studies Curriculum includes Rights and Responsibilities and Government in Year 9. In Year 7 the focus is Ideal Community. The 6<sup>th</sup> Form PSHE programme contains specific aspects to prepare students for life in the UK. It is an inclusive school which helps students acquire an appreciation of and respect for their own diversity as global citizens.

## 7. Standard 3

### The welfare, health and safety of the students

The welfare, health and safety of the students are outstanding.

Health and Safety is highly valued within the school and led effectively by the Facilities Manager. The Health and Safety Committee represents a cross section of the school and they meet to discuss areas of concern. There is a sense of joint responsibility across the school. For example, a recent identified need was for the class teachers to take responsibility for the health and safety of their own learning environment with the completion of risk assessments. These are then monitored by the committee. There are well placed security guards which are complemented by the CCTV monitor operators. Parents are supportive with the need to wear security passes and recognise the importance of only having known adults on the school site.

The facilities and buildings of the school are outstanding with staff showing high regard for the safety and well-being of the students both physically and emotionally.

The school complies fully with local requirements and recently passed the Civil Defence Inspection for Health and Safety.

Fire drills and evacuation procedures are comprehensive and a lock down policy is currently being finalised for roll out in January.

Swimming staff are lifeguard trained and demonstrated safe practice during lessons. The Nurse Clinics are well resourced with HAAD trained staff. There is a rolling programme to ensure that teaching staff are adequately first aid trained to supervise off site trips. First Aid kits are well located across the school for minor injuries.

The nursing team also lead on local health campaigns and support the extra-curricular programme with basic first aid and resuscitation courses.

The school is litter and obstacle free and high regard for cleanliness is evident throughout the large campus.

All staff demonstrated a high regard for Health and Safety. Staff was well deployed to supervise students in PE and at playtimes when using large apparatus.

The school outsources its bus services. There are clear procedures in place for younger students to be collected from the classrooms and older children from the reception area. The students report that they feel safe and secure when moving from the school onto buses.

## 8. *Standard 4*

### The suitability of the proprietor and staff

The suitability of the Board of Governors of the school and of the staff appointed to work there, is excellent.

The Board of Governors are highly effective in their role as ‘critical friends’ and have made a valuable contribution to ensuring BSAK is a highly effective school. There are appropriate procedures in place to ensure the suitability of staff appointments. The board and the Headmaster are fully mindful of the requirements for safer recruitment, safeguarding and student welfare, health and safety, working alongside the senior leaders to ensure effective implementation.

Students’ excellent achievement and personal development are underpinned by governors’ strong oversight of the school’s work and support for its aims. The implementation of the roles of guidance, support and monitoring by the board is a strength, and the board is highly effective in ensuring there is full clarity regarding the guiding vision of the school. The board is fully committed to supporting the development of BSAK as an outstanding international school and is ensuring the new Headmaster is fully empowered to lead the continued development of the school.

Governors have a clear understanding of their individual and collective responsibilities. This results in good levels of attendance and involvement at all board meetings. The effective collective contribution of board members adds significantly to the continual process of improvement at the school. Monitoring procedures for assessing progress of school initiatives currently rely heavily on the input of the headmaster. The board clearly express their desire to ensure BSAK is a truly outstanding school. Their commitment and drive to retain and extend their position as a leading international school is evident.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding, a further strength of the school.

The premises provide a safe, pleasant and stimulating environment. Care has been taken to ensure the campus is well suited to supporting the curriculum and extra-curricular activities. The campus has created excellent outdoor spaces and high quality indoor facilities for students to learn and play across the whole school. Shaded areas and breakout spaces are well designed. The school building, displays and quality of furnishings motivate students. The site is extremely well maintained and cared for throughout.

Resources are excellent in supporting learning, both in number and quality of classrooms and provision of equipment. Lighting (both natural and artificial) is excellent. Ventilation and air conditioning systems throughout create a pleasant environment. All are well maintained and serviced. Sound is controlled to create minimum disruption to learning. Flooring is appropriate and in excellent condition. Great care is taken to ensure the suitability of provision to suit the needs of all students across the school. Additional rooms have been added to ensure effective utilisation of classrooms. Rooms are well resourced to support the learning. Washrooms are ample and adequately located throughout the school. Where food is served, it is hygienic and well cared for. School nurses and support staff are experienced and well trained providing an excellent service to the school. Nurses provide an excellent service of care for the whole school and contribute well to the wellbeing and mindfulness of the school community. Facilities such as libraries are spacious and well stocked with a wide variety of resources available including high quality fittings and furniture. Displays are colourful and celebratory.

Facilities are also excellent and purpose built to accommodate the needs of all. The building is sound and meets all local regulatory requirements. It is checked by Civil Defence and has all licenses and certificates. Waste-water is disposed of correctly and there is no reason to believe there is any risk. Fire drills are carried out as required and feedback sought to improve further evacuations. New lockdown policies have been implemented and a drill is planned for next term. Planned preventative maintenance ensures a safe working environment. Clear systems are in place to report and act on any maintenance issues. Credit should go to the Facilities team who has maintained and developed the impressive efficiencies of the school site.

The school has effective and well-disciplined security staff who maintains a strong presence. They carry out their duties effectively and responsibly. All visitors, parents and staff sign in or use school ID cards. Exits and school buildings allow for access and emergency evacuations of all on site including those with special needs. School drop-off and pick-up is carried out in a calm and controlled manner. There are no external lettings during school hours; after-hours visitors must sign in and out before using the facilities.

## 10. Standard 6

### The provision of information for parents, carers and others

The quality of information provided to parents and others is good.

Parents are a valued part of the school community and are encouraged to be partners in their child's education. The school has a Parent Association (PA) which provides opportunities for the school and parents to work together to support further school improvement. The PA provides support organising events, fund raising and a 'class-mum' network.

BSAK's mission, vision and aims are displayed on the school website and parents are kept well informed through a further range of communication channels such as iSAMS parent portal, newsletters and emails. A range of key policies: Anti-Bullying, Behaviour, Curriculum, Complaints, E-Safety, Health and Safety and Safeguarding and Child Protection, are available on the website. Contact details of the school and the Board are available.

Parents felt that the letters they received, the school website and homework diaries were all effective forms of school communication. The parents placed great value on the school being an open door policy. When raising minor issues they felt they had been heard and that actions and resolutions were swift and appropriate. While no one had cause to raise major issues, they were confident that these would also be dealt with in the same positive and supportive manner. Parents expressed that communication has improved through the years and that they are well informed.

Parents were very supportive of the school but raised some concerns. The number of lessons during a day was felt to have a negative impact on students' learning. There was some disappointment in the differences between the availability to meet with secondary teachers due to the lack of non-contact time during the day.

Large numbers of parents attend school sport events, performances and a wide range of other community events.

All parents agreed that their children were happy at school and that behaviour was good. They suggested an increased emphasis on core values at application stage was necessary to help maintain the high behaviour standards of the original school.

Parents were confident that they, and their children, are aware of their current academic levels. They knew what was required to move to the next level in learning, being well informed about their child's targets. Individual student reports are received; these show progress, attainment and effort in subjects.

The parents saw the curriculum as a strength of the school and were pleased with the progress that their children were making. The school enjoys a good reputation and parents stated that compared to other schools it has the best academic standards. The school is actively evaluating

the effectiveness of communications to parents and considering innovations such as a parent app.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints fully meets best practice and host country requirements.

There is a formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The complaints procedure is clear and ensures all complaints are dealt with at the appropriate level and is available on the parent portal.

Written records detail the process regarding individual complaints and a high level of confidentiality is observed. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any complaint.

Detailed records are kept and parents are confident that any complaint will be dealt with effectively. Parents are aware that if a complaint remains unresolved then the Ministry of Education will act on their behalf as final arbitrators.

## 12. Standard 8

### The quality of provision for boarding

Not applicable.

### 13. Standard 9 Leadership and management of the school

The quality of leadership and management at BSAK is good, with some aspects that are outstanding.

Students' excellent achievement and personal development are underpinned by governors' oversight of the school's work and support for its aims. Through the wide-ranging support and challenge to all aspects of the school, governors provide stimulus for further improvement and enable the successful fulfilment of its vision. This is clearly demonstrated by the diligence taken in appointing a new Headmaster, who has the vision to develop further the school as an outstanding institution.

The recently appointed Headmaster has provided clarity of direction to support leaders in enabling all students to fulfil their potential, through a challenging vision for the school's future. In a short space of time, the leadership team has been empowered by the Headmaster to create a highly effective common understanding of how the school can be developed further. Reorganisation of key posts of responsibilities has been undertaken to create a greater clarity of operations ensuring clear accountability. Review of the daily timetable has also highlighted the need for the school to challenge the present timetable and school organisation to ensure it is appropriate to the needs of students at BSAK as 21<sup>st</sup> Century learners.

The school's self-evaluation demonstrates that school leaders and managers have a clear understanding of its present effectiveness. They are strongly motivated to ensure leadership and management at all levels is successful in securing, developing and motivating the highest quality of teaching and learning for all students. Thoughtful planning, clear direction, effective delegation and self-critical evaluation are strong features of the performance indicators the school is aiming to embed fully.

Strategic planning for the future is realistic and rigorously challenging; it is closely allied to the school's aims. Middle managers are further developing their effectiveness and accountability; they take their responsibilities seriously and feel valued.

Management is now focused on securing and motivating high quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all the students. Evaluation and development of current practices are ensuring that induction, appraisal systems and in-service training are in place. The school positively encourages the professional development of staff, taking pride in devolving leadership and establishing a network of procedures to share good practice. Support staff make a significant contribution to the school's caring ethos.

Regular meetings and presentations by the Headmaster and senior staff provide governors with high quality information about the school's progress and any current issues. Careful and resourceful financial management has enabled the school to develop a campus that fully meets students' needs and demonstrates the high value placed on education at BSAK.