



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Belvedere British School**

**Abu Dhabi  
United Arab Emirates**

Date **3<sup>rd</sup> – 5<sup>th</sup> November 2019**

Inspection **20191103**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	5
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	8
5	<b>Standard 1</b> The quality of education provided by the school	10
	5.1 Curriculum	10
	5.2 Teaching and assessment	12
	5.3 Standards achieved by pupils	14
6	<b>Standard 2</b> The spiritual, moral, social and cultural development of pupils	15
7	<b>Standard 3</b> The welfare, health and safety of pupils	16
8	<b>Standard 4</b> The suitability of the proprietor and staff	17
9	<b>Standard 5</b> The premises and accommodation	18
10	<b>Standard 6</b> The provision of information for parents, carers and others	19
11	<b>Standard 7</b> The school's procedures for handling complaints	20
12	<b>Standard 8</b> Leadership and management of the school	21

## 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 pupils; 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 pupils and pupils' 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, over 50 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, governors and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Sheila Smith. The team members were Tammy Naidoo and Julia Keegan.

## 2. Compliance with regulatory requirements

Belvedere British School meets all the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Belvedere British School (BBS) is a good school with some outstanding features.

BBS is a good school which is fully committed to its vision, “The Belvedere British School is a healthy, safe environment within which students can enjoy learning, make progress and achieve high standards. They will be encouraged to participate fully in school life and make a positive contribution to the school and wider community; and ultimately become successful, motivated, well adjusted adults who achieve economic well being”. BBS 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.

The leadership of the principal 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 principal is inspirational in his drive to continually improve all aspects of the school.

Effective delegation ensures that senior and middle leaders have the opportunity 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 at the school, including the following:

- The pastoral support for students
- Student attainment
- Safeguarding
- Leadership
- Relationship peer to peer and staff to student
- Student behaviour
- Student leadership
- The focus on raising student outcomes
- Health and Safety
- High standards of the cleanliness of the building
- Emphasis on student hygiene in the younger years
- The work done by the support staff

### 3.2 Points for improvement

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

- 1) Meeting the needs of all students through:
  - Challenge
  - Differentiation
  - Use of assessment data and feedback
- 2) Develop further the teaching pedagogy to be more child focussed and encouraging independent learning in FS2 and KS1.

## 4. The context of the school

Full name of School	Belvedere British School				
Address	Mohammed Bin Zayed City Street 31, PO Box 109770, Abu Dhabi, UAE				
Telephone Number/s	+971 2 509 0000				
Fax Number	+971 2 559 9986				
Website Address	<a href="http://www.belvederebritishschool.com">www.belvederebritishschool.com</a>				
Key Email Address/s	<a href="mailto:principal@belvederebritishschool.com">principal@belvederebritishschool.com</a>				
Headteacher/Principal	Ciaran Cunningham-Watson				
Chair of Board of Governors/Proprietor	Dr Eman Atitallah Mrs Shorouk Al Sheikh				
Age Range	3.8-18 years				
Total number of pupils	731	Boys	370	Girls	361
Numbers by age	0-2 years	0	12-16 years	177	
	3-5 years	179	17-18 years	4	
	6-11 years	371	18+ years	0	
Total number of part-time children	0				

Belvedere British School in Abu Dhabi is a non-denominational, mixed independent school for pupils from ages 3 -19 years. It was opened in September 2012 with Years 1 – 6. In September 2013, the secondary phase was opened starting with Years 7 and 8. The school is a privately owned day school, licensed by the ADEK. Approximately 44 nationalities are represented and 19% are Emirati. Over 34% are Arabs with smaller proportions of pupils coming from 33 other countries.

In the Early Years department, there are 231 children and Key Stage 1 has 172 pupils. Key Stage 2 has 214 pupils and 51 pupils in Years 7 and 8.

The school follows the National Curriculum for England. The school meets all local requirements.

The school has a link with Belvedere Preparatory School in Liverpool, UK which has over 130 years' of experience in education.

The school mission statement states that, 'Belvedere British School Abu Dhabi is a place that strives to maintain the motto of *Ad Vitum Paramus* - Preparation for Life. We incorporate this motto into our curriculum through providing global, local and community topics to broaden the thinking of our Belvedere British School students. This curriculum will allow them to relate to each other, their community and the world. We embed this thinking into how we learn and how we can be the best we can be. We are committed to building and developing a school that will "Prepare" its students to contribute and participate in society and students that have the confidence and the desire to learn'. ADEK requires all private schools to be inspected every two years. In February 2019, the school was judged to be good.

## 4.1 British nature of the school

The nature of Belvedere British School is British in style and character. Its ethos meets the BSO standards. The school is a member of British Schools in the Middle East (BSME). British values are promoted through the school's own values.

- The leadership and management structure is in line with structures in the British system.
- A British curriculum is in place and closely follows the Early Years and Foundation Stage (EYFS), Key Stages 1 - 5, including IGCSE and A level.
- The school mission and vision aligned with Belvedere Prep (in the UK).
- The values-based school culture reinforced around school.
- The school is a member of BSME.
- The Principal is BSME Abu Dhabi Country Representative.
- The house system with house competitions and recognition through various school rewards
- The pastoral system is based on rewards culture.
- Student voice (including prefect system, student school council and student committees)
- Democratically elected student representatives.
- Parents' Association set up follows protocol guide from the British Department for Education.
- BBS British Bake-Off competitions.
- The democratically elected board of governors, meet regularly on matters of school development and improvement and hold the principal accountable.
- Follows British termly school calendar, including half term breaks and themed days linked to British topics and dates (including Remembrance Day, Anti Bullying week, eSafety).
- There is a British Sign Language (CCP Activity).
- Safeguarding best practice (UK) followed - Keeping Children Safe in Education (2019).
- Staff Professional Learning (PL) opportunities given through UK based and British training professionals, including BSME, Pearson AQA, Teachertoolkit.
- Sports Days at school. Dedicated whole school sports day set for 6th February 2020, at an external venue (Abu Dhabi Cricket Stadium).
- Monthly coffee mornings for parents and senior leadership team (SLT), with parents' workshops.
- Participation in BSME competitions.
- Participation in Pearson (London) Twist in the Tale fairy tale competition.
- Cambridge University essay writing competition.
- British style school uniform, including school ties, house sport shirts, summer dresses, tunics, blazers.

- School culture of British punctuality and attendance, to school, lessons, activities and events.
- National Curriculum teaching staff almost exclusively native English speakers (all at least fluent English speakers).
- All SLT British trained and experienced in teaching/leading in British schools. Also SLT members undertaking NPQH qualification.
- There is close alignment to UK best practice staff Professional Learning and career professional development (not grading lessons, assisting with career development, coaching, peer observations).
- There is a school choir and British composers are celebrated.
- British involvement in WW1 discussed and remembered. All students participate in Remembrance Sunday.
- Assemblies include British news, charities, morals and values.
- BBS follows the UK Government's "fundamental British values" framework including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.
- School policies and procedures are set with close reference to British Schools Overseas standards in the first instance.
- Students speak English in school during lessons, in the corridors and at breaks.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is good.

#### 5.1 Curriculum

There is full-time supervised education for students of compulsory school age, meeting local regulations. The principal language of instruction is English. The curriculum is based on the National Curriculum of England, adapted to meet the requirements of the host country. The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The effective implementation of the policy enables students to acquire skills in speaking, listening, literacy and numeracy.

The youngest students follow the EYFS curriculum, working towards the Early Learning goals. Activities are planned in line with the EYFS areas of learning and development. There is now greater provision of a range of play-based learning experiences. However, evidence suggests that students are not yet consistently encouraged to take a lead in their learning. Students are offered a variety of subjects which include linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative learning opportunities. The topic of “Vegetables”, for example, was used to teach about healthy eating. Specialist teachers, as appropriate support these subjects. Students in EYFS and Key Stage 1 are taught through a range of strategies.

Across the primary school, the curriculum provides a good education. The curriculum is broad and balanced. There is nevertheless a lack of child-centred learning, differentiation and challenge. The curriculum provides for the interests of the students as well as the academic, moral, physical, creative and social development of students. The discussion of Greek city states in a Year 6 lesson showed students collaborating with each other to share information. Cross-curricular links through the teaching of topics and a “book with a hook” give relevant contexts. This was exemplified in Year 2 where the book “Zayoodi goes to the parade” is used as the focus to teach geography, history and social development. The curriculum is supported by a range of extra-curricular activities such as, Paint by Numbers, Debate Club and Zumba. Learning is also enhanced by local visits to the Emirates Park Zoo, Little World Discovery Centre and Louvre Abu Dhabi. Students have the opportunities to build their confidence by performing in assemblies and events such as those for National Day and International Day celebrations.

The school has implemented intervention strategies based on an internal audit of student’s learning needs. The students who have difficulty accessing the curriculum due to special educational needs or those with English as an additional language (EAL) are targeted for intervention. The school also has a written policy of identifying able, gifted

and talented students. These students are identified using standardised tests, teacher observation, and data tracking. Transition takes place more seamlessly in lower Primary, as students are located in the same part of the building. Provision for more transition activities will further support Year 6 students moving into Year 7.

The students follow the English National Curriculum in KS3 whilst also meeting local requirements. The curriculum is, therefore, broad and balanced.

In Key Stage (KS) 4, students follow IGCSE courses. The offer is sufficient to meet students' needs and equips them to progress to GCE A level studies post 16. The number of students currently in the sixth form is small and the offer is necessarily restricted. However numbers flowing through the school will see this increase.

The developing co-curriculum encourages healthy activities and stimulates students' holistic development.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good.

In FS2 and KS1 lesson plans are well structured. Learning objectives are often shared with students either at the start or during the lesson. Teaching in the more effective lessons indicated that teachers have a clear understanding of individual needs. Increasing the level of challenge and teaching for greater depth are areas for development. In most lessons, good questioning is used to extend and assess learning. Marking and feedback in books varies. Developing this area will further support and raise the attainment and progress students make. An example of good practice found in KS1 was self and peer assessment by students. Very good classroom management and high expectations of behaviour add to the purposeful environment evident in lessons. Students are extremely well behaved and show respect, both to their peers and teachers. Adults have built positive relationships with their students. Excellent classroom displays in FS2 and KS1 either enhances the learning or celebrates students work.

In KS2 students make good progress and show positive attitudes to their work, as a result of effective teaching in most classes across years 3 to 6. Mathematics and English are taught in sets divided into four ability levels: low, low middle, middle high and high ability classes. The four teachers involved plan lessons collaboratively. Each teacher then modifies the generic lesson plan to suit the class set being taught. There is an assessment tracking system that allows each child's progress and achievement to be monitored, interventions are planned and implemented. Differentiated materials are provided with the lesson plans and teachers select the appropriate materials to meet student needs.

Other subjects across forms 3 – 6 are taught by class teachers as 'topic' areas which include history, geography and ICT. For example, in Year 6 history, Ancient Greek City States is the topic. Specialist subject teachers are in place for French, Arabic and Music.

Across years 3 – 5, the style of teaching, learning and assessment equips the large majority of pupils with the knowledge and skills to advance to expected target grades and beyond.

In the Secondary section the teaching is mainly good or better. In the outstanding lessons teachers motivate their students with their enthusiasm for their subject. Lessons are well planned with a series of challenging activities. Questioning is of a high order, enabling the teacher to assess students' understanding of the topic. Books are marked regularly and constructive comments on how to improve their work given. Students were observed working collaboratively, in pairs or larger groups. Students are

encouraged to take responsibility for their progress using a tracking process and target setting.

In good lessons much of the above is in place, but the attention to the fine detail of planning challenging activities, differentiation, the use of assessment data and feedback is less evident. Learning objectives are often shared with the students.

In lessons which are less than good, the teachers talk too much, distracting the students who were on task, or allow students to call out and dominate the lesson. The level of students' English, on the whole, is very high. They are able to read fluently and their comprehension is good. An intervention lesson in English was observed where the teacher encouraged students to read out loud. Time was then spent ensuring that all students understood what had been read out with particular emphasis on new words and phrases.

Good use of formative assessment was seen in most classes. Summative assessments are given at least once a term and the results fed into Engage. These results along with CAT4 results form the basis of a tracking system which is well used by staff and students. This system is used at management level to group students and to identify where intervention is required.

## 5.3 Standards achieved by pupils

Pupils' progress across the Primary and Secondary School ranges from satisfactory in the foundation stage, to good and very good in the primary and secondary school. Thorough data analysis is in place. This information is used to highlight trends in the primary and secondary school over time.

Using CAT4 scores and the school's data tracking system enables the departments to set realistic baselines and targets. Most students achieve the target level by the end of the year. Students requiring additional academic support are identified and arranged in subject sets in English and mathematics. Students' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving. Additionally, the students show a good knowledge and understanding during their lessons.

Across almost all year groups in the primary and secondary school and in a wide range of subjects, including English and mathematics, current students make consistently strong progress or are showing improvement. They are developing secure knowledge and understanding and skills, considering their different starting points. The 2019 IGCSE and CAT 4 results showed robust progress and were well above the UK national average in most of the subjects offered by the school.

Student behaviour is good in lessons, around the school and during breaks.

Attendance figures for term one indicate a very high level of attendance. Parents have acknowledged the importance of attendance and punctuality and most now ensure that their children are at school and on time.

## 6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is good with some outstanding features

The school focuses all activities in the school around a duty of care. Pupils are polite, well-mannered, considerate and caring. The school has a warm, relaxed atmosphere that is focussed on learning. Visitors are greeted politely by students and they offer help to assist.

There are currently 44 nationalities represented in the school. The school has a robust commitment to promoting good relationships of inclusiveness based on mutual respect and pluralist acceptance. Pupils are showing good overall progress in developing personal qualities that will contribute to the larger society. Examples include a student prefect system, the student council, students addressing the assemblies and participating in interschool public speaking competitions. Other school clubs and societies are active in areas of environmental awareness and sports. The school is planning to expand the extra-curricular activities programme in the future. Some students volunteer each month at a SEND school spending time with students and carrying out activities with them.

British attitudes towards punctuality, tolerance, democracy and individual expression are promoted. In the assemblies and lessons the pupils are encouraged to freely express their own opinions. Local circumstances are compared with those in a British context, e.g. in a Form 6 history lesson, reference was made to democracy as it was in ancient Greece compared with that in the UK and the UAE today.

When interviewing the pupils, they freely expressed their points of view on aspects of the school, its curriculum, the extra-curricular provision, the discipline processes and their feelings regarding the teachers. One secondary student stated that she felt that the school supported her to be herself and encouraged her to achieve her ambitions.

Displays around the school on a variety of topics include a focus on career guidance, health, hygiene and safety, making informed choices regarding healthy food, and topics that are related to expected British values. The attendance is excellent and above 95%.

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

The provision for welfare, health and safety is good.

The welfare, health and safety of students is good and meets the standard and the local regulatory framework. The school has an effective anti-bullying policy which is shared with all stakeholders. Informal discussions with students show that incidences of bullying are low and that the culture is one where bullying is not tolerated.

Students in Key Stage 2 are able to describe the clear procedures and sanctions as included in the behaviour policy. They know what to do if bullying or poor behaviour takes place. Staff have high expectations of behaviour. The well-being of students is supported by teachers who then refer them to the social worker if and when needed. The social worker offers emotional and behavioural support to students. She also acts as the parent liaison when incidences of poor behaviour, for example, arise.

The school has a safeguarding policy and a designated safeguarding lead who is the principal. Training is provided to staff on a regular basis using current safeguarding expectations.

The school's house system rewards both academic excellence and the demonstration of pastoral and social values. Effective supervision takes place at all times, including the school buses. Highly visible staff supervise students as they are playing at break times. Supervisors in corridors check that students have the correct passes for the clinic or library. Students leave calmly at the end of the day and all the younger children are collected or taken to buses by monitors.

Healthy lifestyles are promoted. There are sports clubs with a focus on preparing students for a whole school sports day. Healthy eating is encouraged at the canteen. Displays around the school such as the "Be fit, Be Safe and Be Healthy" boards and visits by outside agencies such as local hospitals, promote the drive to maintain a healthy lifestyle. A whole school first aid policy is in place. Two full-time nurses are on site to support students. They are also available during after school clubs and accompany school trips. The majority of staff have basic first aid training. Visits to the nurse follow a protocol and all incidents are recorded. The nurse liaises with staff and parents to ensure all potential medical issues are addressed. Risk assessment of school trips is a priority and there is a detailed, written protocol.

The school meets the standard with regards to fire safety. Regular checks by outside agencies and fire drill practices ensure local requirements are met and standards are maintained. Students across the school feel safe and happy. They highlight their friendships in school as being significant to them.

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

The suitability of the proprietor, board members and staff meets the standard.

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. In addition, the board take responsibility for the recruitment and checking of staff credentials. To ensure this there is a safeguarding governor on the board. Comprehensive checks are in place from the school and ADEK, based on best U.K. and U.A.E. 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 U.A.E. and their previous employment activity. Acceptance is subject to the receipt of satisfactory references. 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. All staff have received safeguarding training and this is logged and recorded.

The board meet monthly and there are a number of sub committees that report back at the main meetings. Board members recognise the need to scrutinise the work of the school and to ask challenging questions of the leadership team. The Board have recognised the need for a new building to accommodate growing numbers of students.

Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role. There is an effective leadership structure in place, with roles and responsibilities clearly understood.

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

BSO standards are met.

Most features of the school's buildings and premises are satisfactory and are broadly fit-for-purpose. It is adapted to the age and gender of the students. It supports the curriculum in most respects, although there is a need for school expansion. This is a challenge for the school as it has experienced significant growth in student numbers. To meet the expected future needs, the school board is in the planning phases for the expansion of the current building, or for the building of new premises to support the growth in student numbers. The school is currently at capacity in student numbers. This has a minor effect on the acoustics and concomitantly has a minor negative impact on the teaching and learning in the school.

Student safety is a high priority. No obvious hazards nor security problems were observed. The playground has padded flooring, fire extinguishers are in place and have been date tested. Corridor attendants are in place to supervise the safe movement of students. The school has a robust control system for exit and entry from the school by both visitors and students thus providing for student safety.

The buildings are immaculately clean, including the school clinic. Cleaning staff are attentive to the school cleanliness throughout the entire day. Lighting, ventilation and cooling are adequate. Displays in corridors and classrooms range from satisfactory to good. The school canteen is outsourced and is focussed on healthy, fresh food provision. The canteen facilities are age appropriate and clean.

## 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 good.

The school is pro-active in engaging with its parents. A range of presentations such as those related to online safety and changes to the curriculum, are offered by the school. Parents are also invited to coffee mornings with the Senior Leadership Team to discuss concerns and ways forward. Parents did indicate that they would like to attend more activities and events in the school that involve their children.

The school website provides contact details of the school. The website is straightforward to navigate and all key policies are available to parents. Parents have access to the complaints policy and are aware of the process of raising their concerns with the school. The school's most recent BSO inspection report is available on the school website. Further development of the website will enhance communication with parents and prospective parents.

The school mission, vision and values are clearly communicated through displays around the school, the school website and newsletters. Parents described information provided by the school as usually clear, informative and frequent. They were satisfied with the variety of ways, such as Primary Communicator, Engage and Google Classroom, that the school communicated with parents. Parents reported that communication outside of these opportunities was very easy through the appointment system.

Teachers and senior staff are highly visible at the start and end of the day, which encourages informal communication.

Updates about students' progress are provided to parents through termly meetings and formal reports. Reports include information about attainment, progress and effort as well as social development and behaviour. In the Secondary section, targets are set for students. Parents feel they know how well their child is progressing. Parents describe the ethos of the school as being "one community". They value the friendly and caring teachers who know their students well.

## 11. Standard 7

### The school's procedure for handling complaints

The procedure for handling complaints is effective and fully compliant with BSO standards.

There is a detailed written complaints policy and procedure in place that is transparent to all stakeholders. It also considers local regulations. It is available on the school website for current and prospective parents and students.

Staff will attempt to address any concerns as quickly as possible. Details of issues are recorded. If unresolved, a senior member of staff and/or the social worker will respond to the parent. Unresolved complaints are passed onto the Heads of School and then the Principal if needed. If the complainant is not satisfied with the Principal's decision, the matter is then referred to the Board of Governors.

Ultimately, parents have recourse to the local Department of Education and Knowledge.

Parental feedback indicates satisfaction with the complaints' procedure. Correspondence regarding complaints is secure and confidential.

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

The leadership and management of the school are outstanding.

The senior management team and the board of governors are collectively uncompromising and united in the desire for this school to be a successful BSO school. The governance role fulfilled by the governing body and the quality of leadership throughout the school is excellent. The governing body hold the school senior management team to account and has the confidence to ask rigorous questions of the school SLT. The main governing body is further divided into committees including discipline, safeguarding, and curriculum. The full board of governors meets once per month. The senior management team which includes non-teaching senior personnel is held to account by the governing body. The principal and heads of departments meet governing body members informally by appointment and on a walk-in basis.

The senior management team is highly focussed in its desire to improve teaching and student attainment, with the goal of having the highest levels of students' attainment and holistic student outcomes. Development plans are focussed on data driven decision making. Data collection remains an ongoing high priority for the school leadership and is tightly focussed on using best international and British curriculum standards and practices. The SLT are moving into a mature phase and are becoming increasingly aware of the school's strengths, needs and challenges. The principal provides excellent leadership. He is well supported by skilled and keen senior colleagues. Collectively they have developed a shared vision which provides clear direction for the school, as reflected in the improved quality of education and improved student outcomes. The school has responded to the recommendations of the ADEK report and are working to further develop BSO standards by modifying their staff recruitment process.

Distributed leadership is evident, allowing staff to make a positive contribution to the envisioned change and effective development of the school. A rigorous teacher appraisal system is in place for appraising all teachers. The principal plays an active role in the continuous development of senior leaders. He functions as a transformative, instructional leader who is readily seen moving around the school, meeting and greeting students, parents and teachers.