



**British School
Overseas**
Inspected by Penta International

Inspection Report

Reach British School

**Abu Dhabi
United Arab Emirates**

Date	7 th - 9 th June 2021
Inspection number	20210607

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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 the 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 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, all teachers were observed by inspectors. School documentation and policies were analysed, and data reviewed. Pupils' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of pupils. Two and a half school days were monitored.

The lead inspector, present in the school, was Dr Mark Evans. The team members also in the school were Dalia Hesham, James McBlane and Ian Plant. Colin Dyson was the fifth team member, operating online.

2. Compliance with regulatory requirements

Reach British School (RBS) meets all standards for British Schools Overseas.

3. Overall effectiveness of the school

The school offers a high-quality British education that meets the needs of its pupils. There are many good and some excellent features: the school is making very fast progress, despite the difficult conditions caused by the pandemic. Teachers make good use of the wide range of resources to plan interesting lessons across all subject areas. Pupils' behaviour is exemplary, and they really enjoy school. As a result, pupils make at least satisfactory and often good progress, becoming confident and articulate learners, and fluent speakers of the English language.

3.1 What the school does well

The school has many strengths which include the:

- pupils' behaviour, engagement and attitude to learning;
- the proactive way in which the leadership team has tackled key issues identified previously as barriers to success at the school;
- there is much good and excellent teaching;
- operational management of school;
- procedures for safeguarding, risk assessment, health and safety are at the heart of the school;
- pupils are in a safe and positive learning environment;
- links with the local community and high level of parental engagement;
- the relationships between pupils, and between pupils and staff are strong;
- facilities and resources are excellent, supporting learning across the school;
- pupils' views of the school are very positive;
- significant progress made in school improvement over the last few years;
- the wholehearted support demonstrated by the parents for the school;
- the developments aimed to enrich the learning and experiences for pupils;
- provision for EYFS and primary is excellent.

3.2 Points for improvement

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

1. Further improving the quality and consistency of learning and teaching across the school, for example by
 - a. sharing best practice between EYFS, primary and secondary, as well as within year groups
 - b. developing a more robust and reliable whole school assessment and feedback policy/practices
 - c. ensuring the quality of teaching is consistently monitored, specifically taking into consideration formative assessment processes within lessons
 - d. enabling more peer observations to share skills and techniques
 - e. engaging the whole school in developing a framework for what outstanding learning and teaching looks like
 - f. further connections with other schools within the ISP group and elsewhere, to explore innovative and creative ways to support amazing learning
 - g. highlight opportunities for creativity, problem solving, self-awareness and challenge in lessons, appropriate to the needs of all pupils.
2. Ensure there is sufficient capacity for middle leaders to be held to account for standards of attainment in their subject/sector, including whether additional leadership posts are required given the size of the school.
3. Develop a shared whole school focus on curriculum impact and suitability, evaluating the pace of progress, outcomes and preparedness for their next learning steps, including pathways for secondary pupils and university/career/work guidance

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4. The context of the school

Full name of school/college	Reach British School				
Address	34 th street Baniyas East 2 PO Box 12986, Abu Dhabi, United Arab Emirates				
Telephone number	+971 2 582 2030				
Website	www.reachbritishschool.com				
Email address	info@reachbritishschool.com				
Head	Mr. Dene Bright				
Governance	International Schools Partnership (ISP)				
Age range	3 years to 18 years				
Total number of pupils	1,378	Boys	766	Girls	612
Numbers by age	0-2 years	0	12-16 years	76	
	3-5 years	758	17-18 years	0	
	6-11 years	544	18+ years	0	
Total number of part-time children	0				

4.1 British nature of the school

The ethos, nature and appearance of the school are recognisably British. The school is organised according to the structures used in English schools. RBS's policies and practices are based on the expectations and procedures of British education, underpinned by the use of the Department for Education (DfE) guidance.

The majority of the teaching staff are UK trained. They take part in regular professional development programmes based on UK practice. Programmes like the UK's National Professional Qualifications in School leadership are offered to staff to ensure they keep up to date with current UK practice in terms of educational leadership. British practice is also evident in approaches to performance management, staff target setting, and annual review meetings.

Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school. Displays in classrooms and around the school further promote a British identity.

English is the language of instruction throughout the school, apart from in Arabic and Islamic lessons. The school follows the National Curriculum of England, as well as the Early Years and Foundation Stage (EYFS) guidance. Assessments are based on national standards and the curriculum for England. Pupils continue their academic journey to GCSE and A-Level examinations. The National Curriculum of England is augmented by the addition of subjects required by the local regulator, ADEK: Arabic, Islamic Studies and UAE Social Studies.

It is clear that parents are highly supportive of and enthusiastic about the British nature of the curriculum. Interviews suggested clearly that they appreciate the high quality of education and care delivered at RBS.

5. Standard 1

The quality of education provided by the school

The quality of education provided by RBS fully meets the requirements of the BSO Framework.

5.1 Curriculum

The curriculum at RBS is good.

There is a written curriculum policy that aims to ensure that across all key stages there is breadth, balance, subject focus, and innovation. The school complies with local regulations in Arabic and Islamic studies and adheres to the UAE National Agenda. Arabic is taught to all pupils from the Early Years and Foundation Stage (EYFS) and Arabic first language learners follow a separate curriculum to the Arabic second language learners.

Curriculum development has been a key area of strategic direction at the school. Those involved in this work have been very successful: the school now provides a fully broad and balanced curriculum. It meets the local regulations and provides for the pupils' needs effectively. The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It provides opportunities for pupils to experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Development across the school has helped embed a consistent approach across the EYFS and primary years. This whole school approach is less embedded in the secondary years, but the curriculum does share some features across the whole school. The school has a clear focus on further enhancing the curriculum to ensure it prepares pupils for adult life. This includes equipping them with the knowledge and skills they need to be responsible, respectful, active citizens who contribute positively to society. It also emphasises developing their understanding of fundamental human values, their understanding and appreciation of diversity, celebrating what people have in common, and promoting respect for all.

Subjects are taught at a level appropriate to the age and ability of the pupils, with language development being a key focus across the school in all subjects. The language focus was a real strength of many lessons observed in the classes of younger pupils. In the primary years, the school has implemented a quality assurance

cycle to encourage the accountability of teachers in further ensuring the pupils can access a high-quality curriculum.

Transitions from key stages is professionally managed with effective pastoral and curriculum cross-phase liaison. In the secondary school, staff recognise the importance of providing all pupils with a range of opportunities to learn and make progress. The senior curriculum is aimed to provide a clear rationale that supports key skills through effective scaffolding of learning and collaborative activities. This work is developing, but is not fully embedded; the use of differentiation in planning and delivery of learning was not always evident.

The secondary curriculum offered takes account of the curricula and external accreditation commonly used in schools in the UK. Evidence from learning activities highlight that not all teachers are successful in providing a rich curriculum and learning experience. Monitoring and tracking of the planned and taught curriculum is also developing, so better to prepare pupils for the opportunities, responsibilities and experiences that will equip them fully with the appropriate learning and life skills for the modern world. A strength of the secondary curriculum is a recognition of the importance placed on performing arts, visual arts, computing, and technological development. Pupils and parents highly value learning in what they refer to as 'non-traditional' subjects and regard their inclusion in the curriculum as a prominent and significant characteristic of education at RBS.

Across all key stages in the secondary school, the curriculum is enhanced by a planned personal social and health education (PSHE) programme and the opportunity to participate in a range of after-school activities. Pupils are encouraged to engage in the Model United Nations, which supports them in learning about diplomacy and international relations. The *Future Global Leaders* programme provides an opportunity for pupils to debate issues relevant to their world. The *Buddy Exchange Programme* provides reciprocal pupil exchanges and has been continued as an online learning opportunity recently. The school provides a range of career based activities and events to provide an opportunity for pupils to explore potential careers.

5.2 *Teaching and assessment*

The school meets the standard. The quality of teaching and assessment is good with some outstanding practice evident throughout the school, but especially in EYFS and primary.

Teaching at RBS enables pupils to acquire new knowledge and to make progress. In accordance with their ability, pupils increase their understanding and develop their skills in the subjects taught. Lessons encourage pupils to apply intellectual, physical or creative efforts and to show interest in their work. In the best lessons, they are also encouraged to think and learn for themselves. In general, the styles of teaching, learning and assessment at RBS equip pupils well with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level.

Lessons are well planned, and there is effective use of different teaching methods. In EYFS and primary, in particular, there are suitable activities well organised and used, learning is brisk and class time is managed wisely. There is an overt expectation at RBS that teachers facilitate pupils' acquisition of new knowledge and develop their skills through a range of teaching strategies.

In Early Years, for example, new knowledge is facilitated through teacher led circle time, short theme discussions, music rhymes and stories. This is supported by child-led continuous provision of activity and learning. As seen throughout the school, the teaching encourages pupils to behave responsibly.

In primary, at the beginning of a new unit of work, pupils demonstrate their prior knowledge and level of understanding, as well as the knowledge they are keen to explore. This is then used by teachers to inform their future planning. In core subjects, teachers use effective methods of assessment for learning strategies. In lessons, teachers regularly review pupils' progress through excellent questioning, mini- plenaries using and applying activities, teaching strategies, cooperative learning strategies and peer- and self-assessment. Appropriate challenge and support is given based on the teacher's interpretation of responses, rather than on the basis of a written plan that is set in stone.

Primary teachers aim to provide ways forward so that pupils' skills are constantly being developed across the whole curriculum, but with a particular focus on English, mathematics and science. Effective feedback and marking provides opportunity for pupils to know what they are doing well and what they need to do to move their learning forward. Each half term, teachers meet in their year groups to discuss the attainment and progress of their classes. Formal pupil progress meetings are held between the class teacher and the relevant year

leader, midterm, to analyse data sets and agree strategies to ensure pupils make good or better progress.

In secondary, teachers are specialists with credentials and/or experience in teaching the subjects they teach. They aim to design and deliver lessons which seek to ensure that each pupil encounters sufficient challenges and makes appropriate progress. This is usually effective. Assessment for learning strategies are featured in many lessons, with the best teachers engaging pupils in open questioning that tests understanding.

In the best lessons, across the school, there are a number of features evident: excellent relationships amongst pupil and between pupils and staff; outstanding learning environments set up with carefully selected resources; an effective mix of teaching strategies, which keep the learning moving along at a brisk pace; thoughtful and effective use of feedback and marking, which really help the learner to know what they are doing well and what they can do to do even better.

For example, in a Year 9 mathematics lesson, the very detailed planning and confident delivery by the teacher led directly to excellent engagement of the pupils. This in turn meant that the class was enjoying what they were doing (revising Pythagoras' theorem), even though it was challenging. Reminders that were clearly part of class routine like 'it's not like putting together an IKEA cabinet' and 'work smarter, not harder' had an important impact on the way that the pupils learnt. The only pupil who was working online was able to join in the lesson well.

Similarly, a Year 7 English lesson set the highly challenging question 'Is it OK to spend £5 billion of taxpayers' money on a UK Royal family wedding?' The boys worked hard and with real interest to try to balance out the *pros* and *cons*. The teacher was animated and amusing, enjoying humorous exchanges with pupils, whilst never lessening the emphasis on the question.

Teachers show a good understanding of the aptitudes, cultural background, needs and prior attainments of the pupils, including the needs of the high proportion of EAL learners. These aspects are evidently taken into account in the planning of lessons, and thus are very effective. Whether in the nursery, counting stones and planting broad beans, or in the Foundation Stage, building with Lego and cutting shapes from paper, the best lessons were those that fully engaged and excited the pupils. There was for example good learning with Year 5 in English, when the teacher was highly animated and demanded full participation from the whole class.

Across the school, teachers demonstrate appropriate knowledge and understanding of the subject matter being taught. Classroom resources of good quality, quantity and range: in the best lessons, they are used highly effectively. In the less successful lessons, although teachers demonstrate appropriate knowledge and understanding of the subject matter being taught, there is less understanding of the level and interests of the pupils. Lessons follow the plans, sometimes to the detriment of learning.

5.3 *Standards achieved by pupils*

Standards achieved by pupils at RBS are at least satisfactory and sometimes good.

The school has systems in place to monitor and track pupils' progress and attainment across core and foundation subjects over time. These systems, developed by senior leadership, include analysis of data at the school, key stage, year group and class level. The school has implemented Cognitive Ability Testing (CAT4) as a tool to help establish pupil baseline data, set targets and support secondary pupils when making International GCSE option choices.

The youngest children follow the EYFS guidance and are formatively assessed and monitored by their teachers on a frequent basis. Academic provision and standards in EYFS is a strength of the school, particularly pupils' understanding of the world around them, incorporating cross-curricular links appropriately and commitment to all aspects of wellbeing and healthy lifestyles. In almost all lessons, teachers provided opportunities to challenge pupils. In EYFS, the school's internal data indicates that the percentage of children achieving a good level of development was in line with UK national averages.

Progress in primary is broadly in line with UK standards across English, mathematics and science. Levels of attainment in English, specifically comprehension, is an area for development and focus across all Primary year groups. Internal attainment data for science indicates particular strengths across Year 1, with 86% of pupils working at or above expected levels. In Years 2 to 6, greater focus is required specifically in relation to working scientifically. In mathematics, across all primary year groups, levels of attainment are below UK standards.

In secondary, particularly Key Stage 3, girls' progress and attainment is above that of boys in both English and science. In mathematics, the gender gaps in both progress and attainment are not as evident. The iGCSE results in 2019 and 2020 and AS and A Level results in 2020 were strong. Whilst cohorts at both levels are very small, the data indicates an improvement from 6% 9-4 (including English and mathematics) in 2019 to 55% 9-4 (including English and mathematics) in 2020. At AS Level, 82% of entries were graded A-E, whereas 84% of entries were graded A*-E at A Level in 2020.

The school have participated in external assessments and tests, such as GL Progress Tests, to help triangulate internal data. Whilst pupils in both primary and secondary attain levels much lower than expected in English, mathematics and science, the data indicates positive trends in progress between 2019 and

2020. The school participated in the most recent Trends in International Mathematics and Science Study (TIMMS) and will use the data to help inform curriculum planning. The school has been selected to join a support project involving other local schools as part of a wider governmental initiative.

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

The spiritual, moral, social and cultural development of pupils is excellent: it is a significant strength.

The school enables pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils take pride in their work, and it is celebrated by their peers and adults, regularly. RBS has a warm, relaxed atmosphere that is focused on the well-being of pupils. Pupils enjoy being in school, as is evidenced by their positive attitudes, excellent behaviour and the courtesy they show for their peers and adults, as well as visitors and staff. Pupils have the confidence and self-esteem to share their opinions and answer questions in class.

School policies and practices promote the fundamental values of democracy, rule of law, individual liberty or mutual respect and tolerance of those with different faiths and beliefs. RBS actively promotes tolerance and respect, through the PSHE/moral education curriculum, the social, moral spiritual and cultural policy and through the behaviour policy. School-wide theme weeks profile the values of RBS school culture.

There is democratic process for choosing class representatives for the pupil council. Secondary pupils complete a rigorous election campaign to encourage the pupil body to vote for them after being nominated by their peers; all are given an opportunity to have their say.

Respect for the rule of law is promoted in a variety of different ways, encouraging pupils to understand the need for rules to govern a civilised society; at RBS, this begins with a respect for school rules and an understanding of the school's expectations. The mission statement underlines the importance placed on caring for, challenging and inspiring all individuals. This is the active encouragement of self-respect and respect for others. RBS's mission is to 'Lead, Learn and Inspire' every member of the pupil community.

There is a good range and diversity of opportunities on offer to pupils which can develop them personally. Alongside a full and comprehensive after school activities programme, ISP sponsor a number of leadership development initiatives, some home-grown and others internationally recognised, for example Model United Nations (MUN), summer camps and the Virtual Buddy Exchange program.

RBS actively promote good choices and reinforces the distinction between right and wrong. Whilst the laws of both the UAE and the UK are respected in teaching, there is an appropriate focus on the laws of the local context and what is valued as moral, decent and acceptable according to societal norms. As the majority of teachers are British, policies and practices are compliant with UK standards and thus the culture of the school aligns to standards expected in England.

The RBS behaviour policy aims to ensure consistency and accountability: staff are proud that the school is regarded as an organisation that is firm but fair, and maintains a good standard of discipline, especially for the purpose of developing responsible citizens.

Respect of others and for others' differences is promoted via the explicit curriculum as well as through opportunities beyond the timetable. Staff promote understanding of different cultures and traditions, by virtue of themselves coming from a variety of backgrounds. There is a 'zero tolerance' policy of any behaviour that is perceived to be negatively prejudicial about anyone with a background or circumstances that might determine the perception that they are 'different'.

In primary, pupils are taught about different cultures as well as their own through topic schemes of work, as well as through the study of local and international artists in art and music lessons. Overseas residential experiences offer other opportunities to develop cultural understanding and respect. Last year secondary pupils visited Kazakhstan on a ski trip, with representation at the ISP Summer Camp in New Orleans, USA.

Most pupils have strong communication skills and demonstrate a clear understanding of what is right and wrong. The house system is promising, but still in its infancy and yet to be embedded across all phases of the school. Secondary pupils freely expressed their points of view on many aspects of the school, its curriculum and their feelings regarding their learning. RBS provides a range of good opportunities for pupil opinion to be expressed and influence life at school, for example taking part in the democratic design of the environment of their school staircases.

In the primary lessons, behavioural expectations were reinforced effectively in nearly all, and the success of classes and individuals are celebrated. In lessons, teachers encourage pupils to express their opinions and views. Pupils listened to the opinions of others and learn readily from each other. Almost all pupils readily accept the tasks that are provided to them. The vast majority of pupils across the whole school have positive attitudes and strong bonds with their peers and to adults. Some pupils were observed to think outside the box, such as changing the characters and problems in stories in upper primary classes.

There are opportunities provided for different age groups across the school to lead, work and play together. A range of pupil leadership opportunities exist across the school, including a pupil council with designated roles of responsibility. Displays around the school demonstrate a variety of topics including health, hygiene and safety, including attendance. There is a strong focus on attendance and punctuality, even during the present Covid-19 restrictions, and effective systems are in place to deal with any issues in these two areas.

7. Standard 3

The welfare, health and safety of the pupils

The school meets the standard: the welfare, health and safety of the pupils is excellent.

Policies and procedures are in place to safeguard and promote the welfare of all pupils in the school. The school has implemented an appropriate range of policies and procedures, such as a crisis management plan, school safety plan, environmental health and safety policy, fire drill procedure, fire emergency response procedure, visitor entry policy and procedure, pupil transport safety policies and operating procedure, child protection policy, and a comprehensive first aid policy, amongst many others.

The school displays information that outlines who the designated safeguarding leaders (DSLs) are and provides their contact details. The school has a number of other very effective strategies to safeguard pupils. For example, security guards that monitor the entry, exit and playgrounds, a card entry system to enter different parts of the building, CCTV and security tags for all stakeholders. All visitors and staff to the campus are identified and monitored on arrival and departure. The school ensures that recruitment checks are carried out in a comprehensive manner and that records are all checked by the school prior to staff starting work.

The principal and vice principal take direct responsibility for safety within the school, alongside the operations manager. They have a highly effective health and safety team that ensures compliance with local regulations. Risk assessments are conducted systematically and the school receives weekly compliance visits from the regional ISP head of facilities, and an annual school inspection from the group health and safety director. Systems are in place to raise health and safety issues are dealt with in a timely manner.

The school has a policy for the prevention of bullying and there are a few recorded instances, which were appropriately followed-up and resolved. Pupils suggested that they felt safe in the school.

The school has a suitable fire emergency response procedure in place. The school has evacuation routes mapped out and have practiced fire drills. Appropriate staff are trained as fire wardens and marshals and routes are monitored daily to ensure they are accessible and unobstructed. The school engaged in regular fire evacuation drills and pupils are familiar with procedures. RBS staff have received training from the UAE civil defence department.

The school has two qualified nurses and one assistant onsite, with well-resourced medical rooms. The primary and secondary nurses are an integral part of the policy making process for all health related matters, which they assess against the Department of Health Authority of Abu Dhabi, as well as the National Health Service of the UK, and then are

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approved by the school's HR and principal. The primary nurses have also conducted training for staff during the pandemic on how to stay safe during Covid-19 and how to identify symptoms.

Nurses are part of the induction programme of teachers and pupils. They closely follow pupils and specific cases in the school that require specialised attention, such as pupils with severe allergies, asthma and epilepsy. They share care plans with the teachers and ensure they are trained to keep pupils safe at all times, including during an emergency. The nurses also take the statistics of pupils' health annually, including their height, weight and BMI, following up with parents of pupils that require support on healthy dieting. They do 'rounds' and check on their pupils, in compliance with Covid-19 safety measures, to track and monitor their pupils. Records of all pupils receiving care are maintained carefully. The level of supervision at break and lunchtime is good, with a clear timetable of staff who provide a safe and caring environment for all.

8. Standard 4

The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard required for BSO.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged in relation to the school's approach to ensuring the stability and quality of staff. The HR department ensures that all the required checks are in place. Comprehensive checks are in place from the school and ISP, based on best UK and UAE practice. The department maintains meticulous records that are checked and fully audited by ISP.

Every step is taken to ensure that staff are fit to work at RBS: great efforts are made to attract and retain the highest quality staff to the school. The school has appropriate recruitment policies and procedures designed to attract and retain highly qualified and committed staff. 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. The safeguarding and child protection procedures in relation to safer recruitment are very thorough and mirror the expectations of both UK legislation and of the UAE.

A single central register is in place containing all essential information. This includes permanent and supply staff. This shows when they started and stopped working in the school. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role.

9. Standard 5

The premises and accommodation

The premises and accommodation are outstanding: the BSO requirements for this standard are fully met.

RBS provides high quality and well-maintained premises that support pupils' learning. The school's implementation of highly effective policies and procedures to ensure the high standard of premises and accommodation is achieved and maintained. Clear processes and procedures are in place by the school and by ISP to assess and monitor the standards in place relating to the quality of premise and accommodation.

The school provides pupils with high quality and safe learning environments. There are subject specific areas for all areas of the curriculum. The facilities are excellent and include two libraries, computer suites, music facilities, food technology rooms, a swimming pool and a large sports hall. 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 pupils' learning and other educational experiences.

The inspection was completed during the time in which Covid-19 additional regulatory controls were in place as required locally. The school was fully compliant with all additional regulations.

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. High levels of maintenance and care are clearly evident. The physical environment is clean 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 pupils 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

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timetable can be altered to meet the needs of disabled pupils. 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 at least once a term and a total of at least four times per year. Staff receive fire safety training and evacuation marshals are appointed from staff members. The school has wheelchair access and fire drills are organised to include provision for pupils with special needs. Lock down drills and procedures are in place and carried out annually.

The school has dedicated fully equipped and up to date medical centres in both the primary and secondary schools. Qualified nurses cater for the medical and therapy needs of pupils including medical examination, treatment and short-term care.

Although not in operation during the inspection due to Covid-19 restrictions, the school has dedicated canteen facilities where pupils can purchase both hot and cold lunches and snack items.

10. Standard 6

Provision of information for parents, carers and others

The school meets the requirements of this standard. The provision of information to parents, carers and others is excellent.

Data from regular parent satisfaction surveys indicates that parents are pleased with the information they receive from the school. Technological communication tools such as Google Classroom, ClassDojo, portals and e-mails connect teachers with parents on a daily basis, whilst parent/teacher meetings are conducted termly. Written reports are issued termly in primary and secondary, providing information about the pupil's behaviour, academic progress and attainment. Appropriate contact details are provided to parents and other stakeholders, including the e-mail addresses of teachers and school leaders as well as contact numbers for key administrative personnel.

Policies regarding admissions, behaviour, attendance, healthy eating, child protection, SEN, safer recruitment, anti-bullying, cyber bullying and complaints are available on the school website. The admissions process for potential applicants is easily accessible, with contact details clearly displayed. A school prospectus is available in both English and Arabic, alongside information about scholarships for talented primary and secondary school pupils. Greater insight to the school's facilities and resources is available through an innovative, virtual school tour.

Information evenings, workshops, webinars, conferences and meet the principal/vice principal coffee mornings are organised to assist parents and carers to understand school protocols, curriculum and assessments. The official newsletter, *Amazing Learning*, is uploaded to the website each month, providing parents and other stakeholders information about each phase of the school. The newsletter provides examples of curriculum opportunities, school celebrations, assessment information and links to videos that highlight pupil's work. Information and advice regarding careers and higher education for senior pupils is in the early stages of development.

A focus group of parents stated that home-school communication is a growing strength and that they feel their children are very safe and happy at the school. Parents commended the work of the senior leadership team, stating that they are approachable and speak openly and honestly about school improvement. Over the past year, parents have seen significant improvements in the facilities, resources and safety protocols across the school.

A range of events are organised and supported by parents including International Day, National Day and Breast Cancer Awareness. The school strives to include families into the activities and celebrations that take place across the school year. This approach is welcomed by the parents who feel they are a fundamental part of school life.

The parent council is well established and meets with senior leaders once every two months. Parents on the council are encouraged to work collaboratively with the school and their opinions are welcomed in decision making processes.

11. Standard 7

The school's procedure for handling complaints

The RBS procedure for handling complaints meets BSO standards. The school provides guidance and information about what should happen in the event of a complaint. These procedures are in line with local requirements.

There is a formal written complaints procedure that is transparent, open and takes into account local laws and regulations. The complaints procedure is clear and aims to ensure all complaints are dealt with at the appropriate level and is publicly available on the school's website, copies of the policy are also available in print from the school office.

Parents are made aware of the concerns and complaints policy through the school web site. The policy should be reviewed annually by both the senior leadership team and the school board to ensure it is fully compliant with BSO expectations on best practice.

The policy lays out:

- the expectations and responsibilities of those involved in dealing with complaints initially
- the informal and formal procedures to be followed
- the procedures for appealing against decisions,
- the involvement of the local regulator to resolve any appeals

The concerns and complaints procedure sets out a timescale for the management of any complaint disclosed to the school and the senior leadership team. Details on the time frame for a hearings panel are clear. Written records detail the process regarding individual complaints and confidentiality is observed. Records are also maintained relating to individual complaints and these are usually kept confidential except where local legal requirements permit access. The storage of confidential records are kept separate from the pupil's record files at all times.

Parents interviewed, understood the complaints procedures, and felt confident with the way the school would deal with any concerns.

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

The quality of leadership and management of RBS overall is good: it meets the BSO standard. The leadership and management provided by the principal, the vice principal and the board are excellent. The school management of the school on a day-to-day basis is outstanding.

The aims and vision of RBS are clear, in school publications and around the school: they are shared and understood by the pupils, staff and parents. RBS use them to drive to get better, continually, as they are referenced regularly in meetings and conversations and parent meetings. They also drive the school improvement plan. This plan is reviewed on a regular basis and adjustments made to reflect changes to local context, for example Covid-19 policy and procedures.

All employed in a leadership capacity have appropriate credentials, local UAE/British experience. The principal, vice principal and the heads of schools are familiar with the BSO standards and lead the school with these in mind.

The school's view of its own strengths and areas for improvement is very accurate. A large proportion of SLT meeting time is dedicated to review. The systems, policies and procedures are in place and mainly well-embedded. There is a clear collective focus on school improvement, getting better and becoming (even more so) the school of choice, locally.

Job descriptions exist for all roles and responsibilities alongside carefully considered leadership structures within the schools. All members are line managed by the senior leadership team (SLT). Teachers engage in their annual professional development cycle which prescribes the setting of professional targets and, in turn, forecasts continuous professional development (CPD) needs amongst staff. There is a rich and varied CPD programme at RBS. As the SLT seek to ensure that every teacher feels professionally enriched and challenged, they offer a continuous programme of CPD. There are multiple opportunities during the academic year for outsourced specialist training via the ISP London Learning Hub. Annual safeguarding training is compulsory.

The school has strong relationship with the Centre for Educational Leadership at the University of Auckland, New Zealand. Twenty middle and senior leaders are currently completing the *Growing Great Leaders* program which has a strong focus on pupil-centred leadership.

RBS leadership works in close partnership with the school council and with ISP governance. There are weekly face-to-face visits from the ISP school improvement partner. There are a number of central accountability measures in place from the

central London ISP office. These focus on safeguarding, health, safety and compliance matters. Monthly reports are issued to the school and actions provided from London. The principal provides monthly reports to the ISP regional managing director.

Daily operations at the school are highly efficient and effective. Routines are well-established, yet with capacity for change to be accommodated if circumstances necessitate it. There is a strong sense of everyone having purpose and knowing their job, with a real focus placed upon how actions, decisions and practices impact upon the pupils.