



**British School
Overseas**
Inspected by Penta International

Inspection report

Star International School, Al Twar

**Dubai
United Arab Emirates**

Date **29th – 31st May 2023**
Inspection number **20230529**

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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; 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, over 73 lesson observations took place, as well as a series of learning walks. 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 a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Ciprian Ghisa. The team members were Claire Aisthorpe, Sophie Ali and Deane Baker.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Star International School, Al Twar (Star Al Twar) is providing very high-quality education and care, in line with the school's vision that allows all students to be successful and reach their potential through a range of pathways including vocational and academic. Star Al Twar is a truly inclusive school, where all students are very well supported to make constant progress. The students' attitudes to learning and their behaviour are exemplary. The standards achieved by the students are very good across all key stages, each student succeeding in reaching her/his targets. The extra-curricular activities are a significant strength of the school. The leadership and management provided by the principal and the heads of Early Years, primary and secondary are excellent, supporting a positive culture of cooperation and compassion, supporting everyone to thrive. The school is integrated into the International Schools Partnership (ISP) while maintaining its own identity.

The school has made very significant progress since the previous inspection in 2015.

3.1 What the school does well

There are many strengths at the school, including the following:

- The caring and family nature of the school is evident and valued by the school community.
- Teachers' planning is excellent and based on a thorough knowledge of their students' attainment and abilities.
- The school is a genuinely fully inclusive community where all students feel safe, valued and are able to thrive. It is a school in which inclusion and each student's needs come first.
- The very consistent approach to all practices and procedures illustrates a strong organizational culture across the whole school.
- High expectations of all staff regarding students' behaviour, independence, responsibility, and attitudes to learning.
- Self-confident, articulate and very well-behaved students.
- The high standards in outcomes for students at the end of each key-stage.
- Parents' trust in the school community to do the best for their child.
- Student voice is relevant and utilised effectively.
- The strong ethos of 'one school' despite the distance between the two campuses.

3.2 Points for improvement

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

- i. Further develop the quality of teaching and learning across all subjects, encouraging creativity and the sense of enthusiasm and enjoyment in all lessons.
- ii. Further develop the inclusion team and the learning support assistants (LSA) team across both campuses in order to fully support the needs of all students in a continuously growing community.
- iii. Optimise the use of learning technologies and educational applications to further improve parental engagement and student progress.

4. The context of the school

Full name of School	Star International School, Al Twar				
Address	Primary Campus: 795P + H2V, 7th St. Al Twar, Al Twar 2. Secondary Campus: 28th St., Al Qusais, Al Twar Fourth. Dubai, United Arab Emirates				
Telephone Number/s	+971 (0)42638999 / +971 (0)42662311				
Fax Number	-				
Website Address	www.starintlschoolaltwar.com				
Key Email Address/s	info.altwar@starintlschools.com				
Headteacher/ Principal	Ms. Dolly Goriawala				
Chair of Board of Governors/ Proprietor	Mr. Maher Al Kaabi				
Age Range	3 – 18 years				
Total number of pupils	654	Boys	328	Girls	326
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	101	
	<i>3-5 years</i>	138	<i>17-18 years</i>	9	
	<i>6-11 years</i>	402	<i>18+ years</i>	4	
Total number of part-time children	0				

Star Al Twar was founded in 2005. Since 2022, it has become part of ISP, a group of over 60 schools located within 11 countries in Europe, the Americas, Middle East, and Southeast Asia.

Star Al Twar shares the mission and guiding principles of all ISP schools, while benefiting from multiple connections, shared resources and professional development, quality assurance and uniform governance.

Star Al Twar is situated in a traditional area of Dubai, on the border with Sharjah. The school has been successful in adapting its operations to support families who make the commute from Sharjah and further emirates.

The school currently has 654 students on roll and serves a 'Mid-fee' paying community. Admission to Star Al Twar is non-selective, validating the school's commitment to its fully inclusive vision. 45 nationalities are represented in the student body, amongst which 27.6% are Egyptian, 12.67% are Emirati, 9.01% are Pakistani and 7.33% are Indian. The recent growth in numbers has enabled the school to become split site. The Early Years and Foundation Stage (EYFS) and primary section of the school resides at Star Al Twar whilst the secondary and post 16 sections are located in Al Qusais, in a purpose-built state-of-art new campus opened in March 2022.

The school is accredited by the British Schools Overseas (BSO), and the British Schools in the Middle East (BSME).

4.1 British nature of the school

Star Al Twar has a clear British feel and ethos:

- The school is organised in a typically British way, both academically and pastorally.
- The school delivers the National Curriculum for England, which includes the EYFS framework, BTEC Vocational Qualifications (Years 9 – 13), GCSE Qualifications (Years 9 – 11), and A-Level Qualifications (Years 12 – 13).
- The language of the academic provision is English; the communications from the school to families and students are provided in English, as are all reports, publications, letters, and the website.
- The school has a large majority of its teaching staff who are British trained.
- The school offers external training and development supplied through the use of British organisations such as VESPA (Steve Oakes – Manchester University), White Rose, Phonics Play, RWINc strategies, Seesaw, SENECA Learning and Tassomai.
- British practice is evident in approaches to performance management, staff target setting and annual review meetings.
- The Star Al Twar implements a house system similar to those seen in the UK independent schools.
- The school uniform reflects the British ethos of the school.
- The school offers a very broad enrichment programme to support students' interests and progress.
- Star Al Twar is currently working with Birmingham University to provide a Min-MBA course to Year 9 – 11 Business studies students; the school also develops relationships with Lanchester Primary School in the UK.
- The current cohort of Year 13 contains five students, two of which will be attending universities in England.

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

The school has met the standard: the quality of education is outstanding.

5.1 Curriculum

The quality of the curriculum at Star Al Twar is excellent.

The curriculum is broad and balanced and tailored carefully to meet the needs of the students and their community. The curriculum is extremely well planned and based on the UK National curriculum, adapted to also meet the requirements of Dubai's Knowledge and Human Development Authority (KHDA) in the areas of Arabic, Islamic Studies and Social, Moral and Cultural Studies. Where decisions have been made about the exact make-up of the curriculum offer and subjects taught parents have been regularly surveyed to ensure their views are taken into account. The main language of instruction is English, except for the teaching of Arabic and Islamic Studies and the curriculum is fully compliant with all current, national requirements and guidance.

Across the whole curriculum, excellent provision is made for students with low ability and students of determination. A number of well qualified and experienced specialist staff, ably supported by an enthusiastic team of learning support assistants, provide for a highly effective inclusion service, which caters well to the needs of the students across both campuses. Reading, writing, numeracy and communication skills are exceptionally well provided for, enabling students to make very good progress across the curriculum. In the primary school the curriculum has been adapted to further support inclusion with the introduction of mental mathematics and guided reading. Group reading is also a fixture in the secondary school timetable, continuing to nurture students' literacy skills and ability to access the curriculum.

The provision of the core subjects of English, mathematics and science is very strong, ensuring students' progress and the expectations of the parents are met. From the excellent phonics provision in the Early Years foundation stages to the classes at Key Stage (KS) 4 and 5 the school students for whom English is an additional language are well catered to and supported to become fluent in English and access the full curriculum. Teaching is mostly of a very high quality with staff demonstrating excellent subject knowledge and classroom practice supported by detailed and appropriate planning.

In the secondary school, the curriculum offer has been enhanced to cater for the needs of all students by the introduction of STEAM lessons and a number of additional vocational courses, such as BTEC ICT at Level 2 and BTEC Media at Level 3 in Year 12. Despite the small but growing numbers, students can choose from at least ten option areas at KS4 and eight at KS5. The well-chosen provision for KS4 and 5 ensures that most of the students are able to study their first option subjects.

The transition programme is very effective in all its stages helping students to progress smoothly through the various key stages. Although divided into 2 campuses, primary students are able to visit the secondary campus to access specialist teaching facilities and staff. Year 6 students were keen to express their excitement and say just how much they were looking forward to moving up to Year 7 at the secondary school.

Students' achievement is consistently high across the ability range, and they show a strong desire to lead their own learning and ability to rise to a challenge high. Considering their different starting points and range of linguistic backgrounds they make excellent progress as they move through the school in all subjects, especially the core of English, mathematics and sciences. They show a good deal of maturity and a positive attitude when approaching lessons and the school's focus on developing independent learners, who understand what they need to do to make sustained progress, is evident.

The curriculum is well supported by an extensive range of additional activities, and this has also been brought into the regular school timings to ensure all students have at least some access to the varied programme. With recent efforts to expand this provision the school can offer students over 100 different activities covering everything from sport to study groups, games and World Scholar's Cup. Regular educational trips are also offered to make learning more engaging and active, whilst promoting the development of the whole student. The impact of these initiatives has yet to be fully evaluated but it is certainly proving popular and appears to support well the overall strength of the curriculum.

5.2 Teaching and assessment

The school meets the standards of quality of teaching and assessment and is outstanding.

In the Foundation Stage (FS), 'in the moment planning' supports staff in delivering the EYFS statutory framework (2021). Teachers have an expert understanding of how children learn, what stage each is at, and the next step in their learning journey. The FS staff are proactive and engage with all students. They are effective role models. They always talk with, question, and engage the students, developing vocabulary and phrasing. For example, in an excellent FS1 library session, the teacher was skilled in asking questions about the book. New words developed their vocabulary and gave the opportunity for them to explain their understanding by comparing unfamiliar fruit to that which they are more familiar with and encouraged them to think of alternative rhyming words. The teacher's pedagogical understanding meant that she held the attention of these very young children and expertly developed their listening, understanding, spoken language and reasoning.

Students are happy to come to school. Their enjoyment is evident through their confidence, willingness to try new things and take risks, and interactions with each other and the staff. FS teachers know their students well and use this knowledge to plan activities that engage and enable excellent progress for all. Staff use the student's interests to scaffold their learning through play and facilitate their next steps. Whilst interacting with the students, staff make precise and careful observations. The students show sustained focus in their choice of play and, in English, communicate happily with each other. They self-regulate their behaviour and their needs, including when they choose to have their snack. Using a UK scheme, phonics is taught daily and consistently throughout the FS.

In the FS, teachers use an app effectively to record learning and observations to report to parents, which is valued. Although most students start school with a very low baseline, they make outstanding progress and achieve a Good Level of Development (GLD) at the end of FS2. Transition activities occur throughout the summer term; students are ready for key stage 1.

Across the school from year 1, lesson planning is on an agreed template and PowerPoint slides, enabling students to revise, acquire and develop knowledge and skills. The subject material is embedded to stretch and challenge students, leading to excellent progress. Teachers know their students well, and planning includes the students of determination, those with IEPs and Emiratis. Lessons are delivered effectively, and the classrooms are calm and conducive to learning. 'Teaching to the top' (adaptive teaching) is used effectively. The scaffolding of lesson activities is aimed at the highest attainers and supports all students to achieve the same lesson objective. In the best lessons, students are challenged, inclusion is supported, and trust engendered so that all can achieve.

Throughout the school, teachers demonstrate knowledge and understanding of the subjects they teach. Through teachers' higher-order questioning techniques, students are challenged and supported to explain their working out. Students can justify their answers and present their work to confirm their reasoning. A key feature of many of the very best lessons was resilience.

Student independence, responsibility and resilience are strengths of the school. Students say that they enjoy this as it allows them to apply their learning and provides more evidence for achieving the lesson's success criteria. In the best lessons, teachers embed challenge into the teaching. For example, the challenging activity in a year 10 science lesson allowed students to explore their learning, and all were engaged and enthusiastic. The provision of additional challenges was frequently observed throughout the school.

Inclusion practices and scaffolding are effective in clarifying understanding and building confidence. Teachers use various teaching methods and resources effectively and ask questions that enable students to progress better relative to their starting points. For example, in a year 8 English lesson, the teacher employed high-level questioning techniques to stretch each student's thinking and understanding.

Relationships between staff and students are strong and characterised by mature interactions. Teachers have high expectations for behaviour, and the attitudes to learning observed in many observed lessons showed high levels of engagement. Students were polite, and primary and secondary classrooms were calm and purposeful. Students are resilient and aware of their learning through DIRT (Directed Improvement Reflection Time) and have thinking or reflection time built into the lesson. For example, in a year 2 science lesson where students exercised to raise their heart rate, they had to think first about how exercise would affect their bodies. After, they reflected on the changes they noticed.

Tasks are well-structured and resourced. For example, the year 1 mathematics topic 'Money' utilised a range of manipulatives that enabled the students to test their workings for addition. Where there was collaboration in lessons, it was student-led, and mature conversations ensued, leading to effective and ensured learning.

In the less successful lessons, inconsistencies were observed. Planning was followed but not tailored to each student's understanding, and there were missed opportunities to develop critical thinking skills, or behaviour that could have been better. In one lesson, the teacher needed to gain the subject knowledge when comparing UAE and UK trade as she did not explain the task clearly and confused students starting the task. Questioning in this lesson was perfunctory and did not extend their understanding. In a few specialist lessons, students were either unenthusiastic, or the teacher missed opportunities to improve students' skills.

5.3 Standards achieved by pupils

The standards achieved by students at Star Al Twar are outstanding.

Students across all year groups make very good progress, which is illustrated by the results of the school regular system of assessments and by the results of the progress tests, the IGCSE and AS exams. Their very good behaviour and attitude towards learning allow them to develop a wide range of skills across all subjects.

Students assess their work against success criteria in most lessons. Peer assessment is used maturely, with students giving each other sensitive, helpful feedback. In key stage 2, student Learning Leaders provide timely help to their peers in lessons. In many exercise books, students and the teacher used different coloured pens to show peer feedback, self-improvement, and teacher feedback. The best books demonstrate that, when applied consistently, the marking and feedback policy supports learning and helps to build confidence. The balance of self, peer and teacher written, and oral feedback provides students with constructive comments about what they have achieved and their next steps in learning, along with personalised praise and encouragement. This results in most students having a clear understanding of their ability and their targets. In key stage 2, students work towards targets, and in the secondary school, assessment, results, and data are understood by all students.

Informal, ongoing assessment in years 1-10 is evident in most lessons. The use of mini whiteboards is widespread across the school, engaging students and providing immediate feedback to teachers. In the best lessons, teaching assistants support students' learning. This needs to be more consistent across the school. LSAs effectively support students of determination to make good progress.

Tracking and monitoring students' attainment and progress as they move up through the school uses robust, triangulated data from various assessments effectively, allowing for timely interventions to be put in place for any underachieving students and to extend the more able. Throughout the school, students working below the expected level are supported in class by teachers, TAs and, for the students of determination, the inclusion team. Interventions are monitored regularly by each school's SENCo, the head of inclusion and the heads of each school. The impact is measured to ensure the students are making good progress towards their targets.

The head of inclusion ensures that gifted and talented students have an adapted timetable, if needed, and are sufficiently challenged within the curriculum through extra-curricular activities or provided enrichment activities such as Model United Nations and the World Scholar's Cup. The Inclusion Team give the necessary support to students of determination through individual educational plans (IEPs), which recently have included SMART targets – specific, measurable, achievable, relevant, and time-bound. These are monitored on an app to which parents have access and are discussed

with the students and their parents. The school also works with external agencies, as required, for assessments or one-to-one provision.

As a result of the consistent implementation of all these systems, the progress of the students across the school is outstanding.

Attainment for all EYFS areas is above the UK national averages. For example, in literacy, 83% of FS students attained expected and above curriculum standards compared to 68% in the UK; in mathematics, 89% of FS students attained expected and above curriculum standards compared to 75.9% in the UK. In all areas of learning, 100% of FS students made expected and above progress from baseline.

At the end of KS2, data shows that 100% of students made expected or above progress from their starting points, with 98% making above expected progress in English, and with 95% in mathematics. In terms of attainment, 86% of students achieved expected level in English, with 49% of students achieving above expected; respectively, 85% of students achieved expected level in mathematics, with 47% achieving above expected level.

In KS4, in English, at the end of the 2021 – 2022 academic year, 100% of students in Year 10 attained above curriculum standard; 83% of this cohort are currently attaining above curriculum standards in Year 11. In mathematics, in 2022, 79% of students in Year 10 achieved above curriculum standards in their GL external exams. In the June 2022 IGCSE session of examinations, 96% of students achieved grades at level 9 – 4, and 44% achieved grades at level 9-7.

In KS5, 83% of AS/A2 grades achieved are at grade C or above. This is above the 2022 UK national averages for this academic level.

The school established high expectations for behaviour, for attendance and for the students' attitudes to learning. Star Al Twar is successful in helping students to develop their personal skills and qualities: they are polite, well behaved, and motivated as learners. By the end of their school experience, they have the personal and social skills needed to move successfully to the next stage in their life.

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

Star Al Twar meets all necessary standards regarding the spiritual, moral and social cultural development of students and is judged as outstanding.

The school's commitment to fostering a holistic educational environment, is evident in its strong focus on the nurturing, and wellbeing of their students'. Wellbeing is a priority and is evident in all aspects of the school community. Post covid SEMH has been further developed in a comprehensive and targeted way demonstrated through the inclusion of a mental health awareness week, and integrated personalised wellbeing action plans for students. Platforms such as *E-praise* in secondary are used effectively to support SEMH by allowing students to disclose concerns in a confident and secure manner. Staff members are aware of their students' needs and have a variety of approaches to support student growth and wellbeing.

The school is a fully inclusive community, where students feel safe and cared for; the school feels like a family. Students are encouraged to explore their own cultural heritage and celebrate the diversity of their peers, fostering a deep sense of social and cultural understanding. The school provides ample opportunities for students to engage in discussions, and reflective activities both in the classroom through their use of the DIRT technique, adaptive teaching, and wellbeing surveys which help students manage and understand their emotions and behaviours. Assemblies in the school focus on wellbeing and values and cultivate the skills of the student leadership team.

Mentoring in secondary is utilised effectively to allow students to work collaboratively to support each in both their social and academic growth. The responsibility placed on mentors reinforces the trust and strong relationships between students, teachers and the senior leadership teams which was noted during inspection. Development of a strong student voice through the student leadership team and school councils across the school is visible and effectively utilised. Students are actively involved in school life.

The school promotes British values through the planning of lessons and the curriculum across the school, noticeable in the teaching of global citizenship. In the secondary school students are supported in making impartial informed decisions through the careers provision available to them. Post-16 students benefit from the opportunity to complete work experience in their preferred field of study, and expert guest speakers are often invited into school to speak to students. Furthermore, students have access to various digital platforms such as *Unifrog* and *VESPA* to help them prepare for their next steps.

A strong behaviour management policy is implemented by teachers allowing them to deal with issues promptly, creating a safe, mature and trusting environment. Students have the opportunity to receive positive rewards, and points for good behaviour. Students are mature, thoughtful and well-mannered across the school. It was noted during the inspection that students believe that there is no bullying in school and strong relationships are the foundation for this.

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

The provision for welfare, health and safety is excellent.

The school meets the requirements of the standard, the regulatory requirements and the cultural obligations of the host country and ensures practices are in line with UK standards.

Students at Star Al Twar are exceptionally well cared for. Inclusion has a high priority, and all students, including students of determination, are well looked after and provided for. This is a real strength across the school with strong relationships and a family ethos evident across both campuses. Clear policies and practices are embedded to ensure the welfare, health and safety of students is always a priority. The school is fully compliant with all government policy and guidance is consistently followed and regularly monitored to ensure the high standards are maintained. The health and safety team are particularly well organised and meticulous in their attention to health and safety details. The strength in this area was further confirmed by recent reports and visits from KHDA and the school's owner, *ISP*.

Students and parents are unequivocal in their praise for the feeling of trust and safety in the school. Rigorous processes are in place to ensure students' safety and security. Termly fire drills and twice-yearly lockdown practices ensure that all staff and students know what to do in an emergency. Medical systems are robust and highly organised. Students are looked after in well-equipped and resourced medical rooms if they have a concern or feel ill, and the school nurses liaise regularly with parents whose child either must go home or is absent. Accidents are reported to the Health and Safety team, who ensure that dangers and hazards are addressed swiftly. First aid boxes are in every area of the school and are regularly replenished. 20% of staff hold a first aid certificate. There is a defibrillator within each medical room.

The Safeguarding provision for students is of an exceptionally high standard. Designated safeguarding leads ensure the implementation of the policy and manage training for all staff. Embedded within the curriculum are topics to encourage healthy lifestyles. Students can explain how to keep themselves fit and make informed choices about healthy eating, exercise, and their emotional and mental well-being. In the primary school, *dojos* and certificates are awarded to students who bring a healthy lunch. Through PSHE lessons, students have an excellent awareness of the importance of online safety and are well prepared for the potential dangers of social media and the inappropriate use of technology. They know how to identify issues, who to report inappropriate behaviour to, and who to speak with if they feel unsafe or unhappy.

Students are happy in their relationships and say no child is isolated or left out. Students and staff are confident about the school's support for their wellbeing and welfare and there is a strong sense of shared responsibility and community cohesion evident across the school. Wellbeing is a focus for both staff and students with many events, such as Wellbeing Week, organised to raise awareness and promote positive mental health. In the secondary

school, year 7 students were observed in a lesson supporting them with strategies for dealing with examination stress.

Students say that instances of bullying are exceptionally rare. They feel supported and confident in their ability to speak out and have a voice. The arrangements in place to promote good behaviour are effective and result in a calm environment for learning. Low-level behaviour instances were observed in some classes, in many these were dealt with by the teacher or TA swiftly and effectively. The heads of the school, the health and safety team and the principal ensure that trips are planned carefully, and risk assessments put in place. The school nurse oversees all medical requirements for trips out of school.

Risk assessments identify clearly and precisely any issues that might prove hazardous. The accommodation and premises are safe, secure, clean, well-maintained, and monitored regularly to minimise risks to pupils and staff.

Entrance and exit procedures for parents at drop-off and collection are secure, robust and well-organised, as are those for students who arrive or go home on one of the many buses. All buses have a 'bus nanny' who registers the students and ensures they wear a seat belt and are well-behaved.

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

The school meets the standard.

As part of the ISP group, the school follows the policies and the procedures applied at the group level, making sure that all the safety, care and guidance requirements for all students and staff are met with full respect for the local standards as well.

The HR department is very strong and well organized, overseeing all the processes required for safe recruitment and monitoring. 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 the United Arab Emirates and their previous employment activity. The school maintains detailed and updated records of all staff.

The Single Central Record meets all the requirements of the BSO. It is rigorous, clear and constantly updated.

9. *Standard 5* The premises and accommodation

The premises and accommodation meet the standard and are excellent.

The school operates in two campuses: the Early Years and the primary sections of the school are located in the Al Twar campus, established in 2007; whereas the secondary section of the school, including the 6th form, moved into a new campus, in Al Qusais, opened in March 2022. Both campuses offer excellent conditions that support the learning experience of the students. While the Al Twar campus needs some refurbishment, the Al Qusais campus is a purpose-built new site offering the conditions for the further development of the school.

On both campuses, facilities include indoor sports halls, rooms for STEAM activities, libraries, an ICT suite and music and art facilities. On the secondary campus, there are three multi-purpose Astro sports pitches, including one for cricket, science labs that are of a modern/practical design and well equipped, supported by an experienced lab technician who works with the Science team to bring the sciences to life practically. The design technology room and Mac suites are there for all secondary students, including those who study BTECH. The Sixth Form has a dedicated common room. Medical clinics on both campuses are well equipped and furnished. They have refrigerators and lockable cabinets to store medicines. There is an isolation room on each campus. Both campuses have an outdoor, shaded swimming pool with suitable changing rooms and showers. Water hygiene in the pool is monitored regularly, and the floor surrounds are anti-slip. Both are locked when not in use.

Resources are plentiful in all areas of the school, supporting the holistic educational development of the students. Indoor facilities include spacious classrooms, each equipped with an interactive whiteboard and age-appropriate classroom furniture. In the hotter months, students have their break time in their classrooms.

The offices and administration spaces are secure at the entrance to both campuses. The premises are safe, well-maintained, clean, and hygienic. The perimeter is secure, and exit routes are signed. Gates are closed, and access is restricted by security guards/staff. Internal lighting, cooling and ventilation are adequate, providing a safe and comfortable environment. There is a ramp at the main entrances for wheelchairs and those with limited mobility. Lifts provide access to the first floor. Students are encouraged to bring a personal water bottle to school. Drinking fountains are in the corridors. The secondary campus has large, airy teaching rooms organised into subject zones.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents and others at Star Al Twar is excellent.

The school meets all requirements for provision of information through the school website, and the regular sharing of information. Information is shared with parents via digital platforms, *E-praise* in secondary and *dojo* in primary, email and through the use of social media. Communication is shared promptly, and parents voiced that they feel they are fully informed.

The school recognises that referrals and word of mouth is a crucial component in their communication structure. The whole school parent association group supports the provision of communication and collaborates regularly with the administration team to share information with the wider community and parents. This collaborative method of sharing communication has proved crucial in the organic growth of the school.

All members of the senior leadership, on both the primary and secondary campuses are welcoming, and have a visible presence around the school. At the start and end of the school day they make themselves accessible to parents. During inspection it was noted how parents are able to seek out senior leadership team with ease.

Parents contact the class teacher in primary and the form tutor and subject teachers in secondary for initial concerns regarding their children. Teachers are proactive in their communication. The school regularly reports to parents through formal written reports, and parent meetings across the school. Termly meetings are held with students with IEPs to support the inclusion focus the school has. The school delivers parental talks at the start of the academic year for KS3 and 4 in the secondary section of the school and hold parental workshops in EYFS and primary to help parents understand the curriculum. In the foundation stage of the school a positive initiative of secret reader is used to support the reading focus the school has and involves parents in supporting the children. Parents are impressed with this.

11. Standard 7

The school's procedure for handling complaints

Star Al Twar fully meets the BSO standard.

The school effectively implements a clear policy for handling complaints, which meets local requirements and reflects UK practice. The most recent policy is clear and fit for purpose, but just needs to be updated on the school website for parents.

The policy sets out clear procedures for the management of a complaint by following through various stages of recorded consultation and actions. Initially, the process begins at teacher level but can be escalated to more senior staff as required. The intention is always to deal with complaints in a speedy and informal manner where possible, only moving to formal procedures if required.

More serious complaints can be referred to the parent relations manager who will work with senior staff to resolve the matter. The board of governors can also be involved should that be necessary to resolve the grievance. Ultimately, a complaint can be referred to KHDA if that were necessary.

Parents reported valuing the very good communications with the school, ensuring that all issues and concerns are dealt with in a timely and efficient manner. Evidence from both the school and parents showed that any concerns were generally not of a serious nature and were few in number.

12. Standard 8 Leadership and management of the school

The leadership and management at Star Al Twar are excellent.

The leadership and management of the board, the senior and middle leaders combine to be highly effective. The school has maintained its own identity and ethos inside the *ISP* group, whereas the role inside the group is still to be developed and the opportunities offered by joining a well-established international community of schools are still to be further explored and expanded. The board of governors plays a very supportive role as a critical friend, ensuring that the school's development goals are met, and that the students are well prepared for the society of the future, where digital, entrepreneurial, and collaborative skills are essential.

The school has successfully grown in numbers implementing a totally inclusive admission policy. The growth has not affected the quality of the education provided, as the school has identified effective strategies and systems that support a large variety of needs and challenges of the students. The policies and procedures regarding teaching and learning as well as safeguarding, health & safety and wellbeing are very consistently implemented by the teachers and the learning support assistants across all sections of the school.

The school's leaders have an accurate understanding of the strengths of the school and of the challenges that it faces. Their decisions are based on a very well-established system of data collection and analysis. The positive approach to leadership of the principal and of the heads of Early Years, primary and secondary inspire the very positive relationship between staff and students.

As the school grew, the team of the middle leaders has also been developed. The curriculum team's activity has had an extraordinary impact on the implementation of all the teaching and learning practices and on the development of the curriculum across the school. The school has also designed a special programme called the accelerated leadership programme, which ensures the development of the leadership skills of any member of staff.

As the school continues to grow, the leadership structures need to be expanded even further in order to support the development of all the curricular areas and the growth of the student population.

The collaborative and supportive attitude of the middle leaders creates a positive environment for further alignment across all school departments and divisions in relation to the expectations regarding the quality of teaching and assessment.

The retention rate of teachers in the school is excellent, and the rapid integration of the new members of staff is an illustration of the effective induction, mentoring and coaching capacity of the leadership teams at all levels. A very effective CPD programme is in place, specifically

directed to support teachers' needs, the inclusion of all students and the improvement of the quality of teaching and learning.

The school runs smoothly with a clear focus given to the well-being and security of staff and students.

The transition to the new campus of the secondary school was smooth, without affecting the quality of the education provided for students. The school has a very evident feeling of "one school" in spite of the separation in the two campuses. It is supported by the vision of the school leaders, by their discourse, by the consistent and uniform set of expectations, policies and procedures implemented across the whole school.