

Kings' School Dubai

British Schools Overseas Inspection Report

Inspection Dates: 7-10 March 2022

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Age Group: 3-11 years
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
 - provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
 - inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.
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Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Kings' School Dubai (KSD) is a British international school located in Umm Suqeim 3, Dubai. The school was opened in 2004, the first of the three Kings' schools in the Kings' Education group in Dubai. At the time of the inspection there were 1,068 pupils on roll aged 3 to 11. The school has expanded by five classes over the past 18 months and is of average size compared to other schools of a similar type. There are 62 nationalities represented in the school, with those from the UK being the largest group. Nearly half of all pupils are registered with a language other than English as their principal language. KSD is an inclusive school that caters for the full range of abilities and needs. There are 70 pupils identified with special educational needs and/or disabilities (SEND) who benefit from a range of support across the Kings' Education group.

Children in the early years follow the new English early years framework (EYFS). Pupils in key stages 1 and 2 follow the English national curriculum with an international perspective. The school's mission is 'the best by every child'. KSD wants children to be 'inspired, effective and independent learners who are able to adapt readily to the opportunities and challenges of a diverse and dynamic world'. The majority of pupils transfer to the Kings' sister school in Al Barsha to continue their secondary studies.

The school began its journey of online learning due to the COVID-19 lockdown with materials provided for pupils to work on in their own time. Teachers then adapted to a model where pupils logged in at a specific time or used a hybrid of the two models. September 2020 saw a return to face-to-face learning but with severe restrictions. Attendance during full distance learning was very high. During the first two weeks of this term, attendance dipped due to positive cases but is now returning to around 95%, similar to UK averages. The primary focus for the school was the well-being and safeguarding of pupils, staff, parents and carers. Anxiety levels were high. The school ensured constant communication with all stakeholders and sought to address their concerns in a range of innovative ways. Distance learning had an impact on learning and teaching, in particular collaborative learning, and a subsequent impact on attainment and progress. The school continues to assess individuals to mitigate the impact. Assessment, both verbal and written, and moderation continued throughout.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The inspection dates were agreed upon with the school with 10 weeks' notice of the start date. Inspectors had access to information about the school before the inspection.

Inspectors visited 43 lessons. Three were jointly observed by an inspector and a senior member of staff. There were 24 meetings with leaders, managers, teachers, pupils, parents and human-resources (HR) personnel. A virtual meeting was held with members of the school's governing board.

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were inspected. The views of parents, pupils and staff were also considered, through surveys, face-to-face interviews and informal conversations.

Evaluation of the school

Kings' School Dubai is an outstanding school and provides an outstanding quality of education for pupils from 3 to 11 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

In **English**, almost all pupils make outstanding progress from their starting points, including those with SEND. In standardised tests and examinations, pupils' attainment is significantly above English, local and international averages at the end of the primary phase.

A large majority of the children join the school in the Nursery class with very varied skills in English language and communication. By the end of the early years, almost all children have sufficient skills and knowledge to at least meet, and in many cases exceed, the early learning goals (ELG) in writing, reading and overall language acquisition. In spite of the challenges of COVID-19, standards have largely been maintained over the past three years. Children's confidence and ability to express themselves through speaking and writing grow rapidly and underpin progress across the wider curriculum. This prepares them well for Year 1.

Throughout the primary phase, pupils deepen their ability to use English. Vocabulary becomes extensive very early in the phase and understanding of how to use grammar to enhance writing in different genres develops rapidly. The love of reading and books, which begins in the early years, increases in primary. More demanding and complex texts are introduced, for example extracts from Shakespeare, modern poets and stimulating novels such as 'War Horse'.

In Year 6, pupils continue to make exceptional progress. Almost all pupils use their critical-interpretation skills and creativity across all their learning. They can write persuasively and express complex emotions, such as during their imagined experiences of wartime evacuation from London. The level of English skills developed prepares pupils exceptionally well for the next phase in their education.

Pupils attain at an outstanding level in both the early years and primary and make outstanding progress through the **mathematics** curriculum.

Pupils with SEND and English as an additional language (EAL) make similar progress to that of their peers. Across primary over time, boys perform slightly better than girls. Despite the pandemic, attainment and progress have remained outstanding for both the early years and primary over the past three years. Results are comparable with the UK and internationally.

Children in the early years make accelerated progress from above-average starting points. This prepares them well for Year 1. In a Reception class, children were challenged to catch a fictional character by using addition facts. This motivating activity deepened their understanding of addition and associated symbols.

By the end of Year 2, the vast majority of pupils reach English national curriculum expectations for their age. In a Year 2 class, pupils modelled fractions of shapes using dough. This supported their visualisation and understanding of fractions.

By the end of primary, the vast majority of pupils continue to make outstanding progress and attain standards in mathematics that are well above those typical of the UK. In a Year 6 class, pupils worked independently on complex calculations using algebraic formulae. They understand different ways to calculate and how to express themselves using precise mathematical vocabulary.

In **science** attainment and progress are outstanding across the school.

In the early years, almost all children achieved the expected levels in 'Understanding the World'. This is well above UK averages. Almost all children make significant progress in relation to their starting points. Teachers encourage children to explore and investigate. For example, in a Reception class a group were investigating the effect coffee, sugar and salt would have on the melting of ice.

In the primary phase internal assessment information shows that almost all pupils are working at the English national curriculum expectations for their age and a large majority are working above these. In a progress test in science pupils performed significantly above average and better than other schools in Dubai, the UK and internationally. Almost all pupils made expected or better progress and pupils with SEND made better progress in relation to their starting points than all other groups. Across primary there is a consistent use of symbols, vocabulary and expectations for working scientifically. Pupils are excited again by science now that they are able to investigate after COVID-19 restrictions. This happens in almost every lesson to ensure that they understand scientific concepts.

Attainment at these outstanding levels has been maintained over the last three years in both early years and primary despite the restrictions placed on practical learning during the COVID-19 pandemic.

Pupils make outstanding progress in a range of **other subjects** across the curriculum. Pupils' progress and levels of attainment are tracked alongside the core subjects. Pupils with SEND are as motivated and engaged as their peers and have high expectations of themselves.

Concept lessons encourage pupils to consider proactive, conceptual and factual questions and to apply their learning to real life. The themes of these lessons, which might be endurance or motivation, for example, integrate with all subjects of the curriculum. Positive education and moral, social and cultural lessons support pupils' emotional development and reinforce the inclusive values of the school. Work in history, music, computing, physical education, French and Spanish all contribute positively to pupils' overall success.

During the COVID-19 pandemic teachers taught lessons remotely. The quality of online resources and the attention and guidance from teachers have ensured that there has been little negative impact on the overall academic progress of pupils.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).

- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below). EAL identification and accurate measurement of progress require further development.

As a result of this inspection, undertaken during March 2022, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding.

The school broadly follows the English EYFS curriculum and the English national curriculum in the primary phase and is adapted to meet the needs and requirements of the United Arab Emirates (UAE).

In the early years, planning develops using 'observation through play and learning' and uses 'spotlight' observations to personalise the curriculum. This helps children to reach significant milestones linked to their age. The school's strong planning for teaching is closely aligned to UK curriculum expectations.

Pupils who struggle with literacy and language receive additional support of up to three sessions of phonics each day. The curriculum is very ambitious. It engages and stretches all pupils. The local environment is used as a resource to interest pupils in the history and heritage of the UAE and the opportunities it provides.

The concept-based curriculum is skillfully designed to reflect the values-based approach which is evident in all policies and practice. The curriculum is presented in a way which consistently meets the needs of all pupils, including those who have SEND or are exceptionally able.

A rich variety of extra-curricular activities is offered, carefully matched to interests and providing opportunities for pupil choice and voice. Pupils are well prepared to represent the school in competitions such as the World Games and are enthusiastic participants at every level. Equally, even very young pupils can follow interests in subjects like engineering, which build on the school's developing science, technology, engineering and math (STEM) curriculum. Curricular-enrichment activities such as residential experiences from Year 4 upwards further build on the maturity of pupils.

The curriculum both reflects and promotes British values in all aspects of school life, with numerous examples in everyday teaching, celebrations and displays. For example, International Women's Day displays showcased role models from Britain as well as the wider world. The very apparent Britishness of the curriculum also promotes a rich respect for, and understanding of, diversity. The curriculum provides effective preparation for life in British society and return to the UK education system.

The inclusion department influences the design of the curriculum at every level and ensures that adaptations meet increasingly complex learning needs, including those of the very able pupils. Across the phases, all pupils and families are well prepared for the next stage in pupils' education. Age-appropriate careers guidance is given. The arrangements for transition to other schools are effective both academically and pastorally.

The school's response to the COVID-19 pandemic, including the high-quality virtual learning, was praised by the Knowledge and Human Development Authority (KHDA) and given the highest grade possible. The weaving of IT skills into the curriculum meant that most pupils were sufficiently equipped and knowledgeable to take maximum advantage of online learning.

The quality of **teaching, learning and assessment** is outstanding. Teaching is consistently outstanding across the school and pupils make outstanding progress in all subjects.

Pupils with SEND receive effective support for their needs. Through robust identification and individualised support, including that from external agencies, these pupils excel, often to high levels. Recently, an increasing number of pupils with EAL have been joining the school. Leaders

have begun to develop ways to identify their specific needs and monitor their progress. However, these systems are not embedded fully across the school.

Teachers' planning is consistent across phases. A variety of engaging tasks using high-quality resources matches pupils' needs, leading to effective learning. Teachers regularly challenge pupils to think critically and solve problems. In all years, planning is regularly reviewed and comprehensive. It converts curricular goals into success criteria which exactly match the pupils' rapidly improving language skills and their thirst for learning.

Teachers throughout the school demonstrate outstanding subject knowledge which enables them to develop pupils' skills and understanding of topics effectively and to extend their learning. This strong subject knowledge is often seen in their use of skilful questioning to develop pupils' understanding of new concepts and skills. All teachers have a robust understanding of how pupils learn. The school has been very successful in developing teachers, ensuring that they have the necessary skills and recent UK practice to be highly effective.

Independence in learning is developed from an early stage in the school. In a Nursery class, children worked independently on measuring tasks comparing footprints to ones left by the visiting giant. After lessons, children reflect on which 'Mister Man' character best fits their learning behaviour that day. For example, Mr Nosey if they have been finding out and exploring. They independently describe their learning for their parents using voice recordings on digital platforms. Learning independence continues to develop across primary to a stage where pupils take charge of their own learning. To deepen this further, most-able pupils are often encouraged to share their understanding with others, supporting their development and that of their peers.

Pupils' learning is further developed through the use of digital technology where appropriate. Pupils use digital platforms to complete tasks, including homework outside school, and build a record of their work. The high level of digital skill supported pupils effectively with online learning during the pandemic.

The teaching team has secured a learning environment that is positive, supportive and productive, where pupils' behaviour for learning is consistently positive. As a result, outstanding learning outcomes are achieved across the whole school.

Teachers' excellent verbal and written feedback both in books and on online platforms is personalised, constructive and provides further steps for learning. Pupils always respond to these next-step comments, developing their knowledge still further. The school has a robust framework for assessment practice, including ongoing assessment in class and external tests. This information enables teachers to review pupils' progress accurately and make positive adjustments to planning and the curriculum to meet the individual needs of pupils.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The school's provision for spiritual, moral, social and cultural development is outstanding.

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi) of the UK Equality Act 2010 that cannot be met due to the laws of the host country. Discussions with pupils and teachers and careful scrutiny of the school's curriculum in action confirm that the school pays due regard to the protected characteristics of race, religion, belief, disability, pregnancy and maternity and age (as laid out in the UK Equality Act 2010). It is unable to promote all of the protected characteristics due to the laws of the UAE. Those precluded are marriage and civil partnership, gender reassignment, sex and sexual orientation.

Kings' School Dubai is an inclusive school. Its provision and whole ethos promotes the importance of treating people equally and with respect. All policies, including the inclusion policy, provide sufficient information to ensure that all members of the school community understand their

responsibilities regarding inclusion and the protected characteristics. Pupil-inclusion champions support the needs of peers and feature significantly in the bespoke portal, which provides a wealth of information for parents, staff and pupils.

The values-based curriculum, which underpins the spiritual, social, moral and cultural development of the pupils, very successfully promotes exceptionally good behaviour across the whole school. Teachers treat pupils with respect and in turn pupils respect each other. Pupils listen politely to the teacher and to each other. They are taught to reflect on their behaviour and learning from the moment they enter school, so that it becomes a natural and intrinsic part of who they are. As a result, pupils display a degree of maturity and empathy beyond their years, for example when considering the plight of refugees. Behaviour across the school is exemplary. Bullying rarely occurs and when it does is dealt with swiftly by staff. The school environment is calm and promotes exceptional relationships between pupils and staff.

Moral development is additionally promoted through the positive-education programme and the enthusiastic delivery of the social-studies programme. British values, including democracy, are enshrined at every level in school, so the pupils not only have the right to a voice in school but have considerable skills and sufficient confidence to advocate for causes. These skills are evident in every classroom and the pupils themselves challenge behaviour which compromises their values and morals.

Pupils' views are regularly sought and highly valued, for example through the school council. Pupils have the self-esteem and confidence to express themselves appropriately in any company. During the inspection, a child with dyslexia was encouraged to speak to his peers about how he learns. As a result, he has grown in confidence, become a real champion for dyslexia and is proud of who he is. The school always encourages the celebration of achievements.

Learning experiences in school are age appropriate, but the abilities of pupils to discern and evaluate means that mature dilemmas and themes can be discussed and explored. This is particularly evident in the upper-primary phase. A wide range of visiting speakers and experts enhances experiences and the ability of pupils to show appreciation for their opportunities and to welcome a range of views. They learn about the institutions and services in the UAE, the UK and internationally and celebrate different faiths and beliefs for example during Ramadan, Diwali and Christmas.

Pupils consider their place and effect upon the local, national and global environment. Their ability to express their opinions maturely and their skills of collaboration result in pupil-driven initiatives which have a positive impact on the world. They continually make healthy choices about their own lives and help to advise and influence those around them. In Year 1, pupils show awareness and mature opinions about plastics and their impact on the environment.

Pupils' maturity and resilience equipped them well for the challenges of the COVID-19 pandemic. The school continually monitors pupils' well-being and formal and informal proactive work continually supports pupils and families.

The entire school team, including the principal and cleaning and security staff, models the ethos and values of the school. As a result, new pupils and staff rapidly incorporate these principles into their own behaviour towards each other.

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

The school meets the requirements of the standard, the regulatory requirements and the cultural obligations of the host country. The planning and implementation of systems to support the welfare, health and safety of pupils are outstanding.

Pupils report that they feel safe in school and that their teachers 'are always there to support them'. They are very sure that adults listen and respond to their concerns and always support their safety and welfare. Pupils are made aware of online safety and the potential dangers of social media through lessons in the positive-education programme and assemblies.

New entrants and those in transition are carefully planned for and strongly supported, ensuring that their needs are met. In the rare cases when pupils do not settle quickly, they are effectively helped by teachers and/or the head of pastoral and well-being. The school closely reviews attendance, which is broadly in line with the UK average. This level of attendance was maintained during the pandemic.

Leaders have ensured that there are strong systems in place for safeguarding and child protection, in line with UK and UAE requirements. The highly trained leaders of safeguarding meet regularly, including with the schools' cluster group to update their safeguarding practice. All staff accept that safeguarding is the responsibility of everyone and they are well trained so that they know how to respond appropriately to concerns. In addition, parents, visitors and pupils are made aware of the schools' expectations. Parents have access to the UK national online safety learning platform and are fully informed of safeguarding procedures. They told inspectors that they understand their role, alongside the school, in safeguarding their children.

Leaders and managers with responsibility for health, safety and welfare ensure that procedures and policies relevant to the UAE are followed and that the environment for learning is safe. Incidents and resulting actions are recorded and detail how they were managed and rectified. Risk assessments are carried out and reviewed for all areas of the school, including the extensive sports facilities and swimming pool. The school is proactive in its work to promote pupils' safety and high levels of supervision at all times. Fire procedures and regulations mirror the best practice in the UK and meet local fire-service standards. First aid is competently administered by two nurses and a doctor in the clinic.

The school constantly reviews its practice and was highly responsive to changing needs and concerns during the pandemic. It has been highly supportive of pupils' welfare and health, providing mindfulness and extra-support sessions.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the standard. All staff are KHDA licenced. The school follows safer-recruitment practices. Before a contract is issued to new staff they provide identification, attested qualifications, three references, proof of right to work and relevant police-check clearances to confirm they are not barred from regulated activity relating to children. This is in line with UAE and UK requirements. The Kings' Central Office Human Resources (HR) department diligently maintains a comprehensive single central record of all staff and governors. HR profile forms record safeguarding training, medical fitness and employment history. Outsourced companies provide a copy of the visa, Emirates identification and police clearance for all employees.

Most teachers are UK trained and have two years teaching experience when joining the school. The school works with the University of Birmingham in Dubai to support postgraduate certificate in education students in the school. All four recent placements have been very successful. Over the past 18 months, 33 new teachers have joined, due in part to the pandemic and also the growth of the school. Despite the challenges of the COVID-19 restrictions all have settled well.

Standard 5. The premises and accommodation

The school meets the requirement of this standard.

The schools' purpose-built premises and facilities provide a very safe, spacious and engaging environment for all pupils to thrive and learn. Entrances and exits to the school are well marked and all visitors and parents are identified with a badge on entry to the premises.

Surfaces in the school are regularly cleaned and sanitised by a dedicated team for COVID-19. A supportive traffic-light system lets everyone know when surfaces are safe to use. The school has a sufficient number of washrooms, which are regularly cleaned to a high standard.

There is an adequate number of classrooms, including some with additional balconies. Most of these balconies serve as purposeful outdoor-learning areas. Classrooms are bright, well ventilated and equipped with engaging display that supports learning. Excellent and plentiful teaching resources are used well. In addition, there is a wide range of specialist facilities, including a performing-arts room, library and STEM laboratory. The early years indoor and outdoor areas lend themselves to highly effective learning for this age.

The school building is constructed to a high standard and includes facilities for SEND pupils and disabled visitors. The school provides an adequate number of areas outside that are appropriately shaded from the sun. Internet is reliably available across the school, giving pupils and staff safe access to digital resources and platforms.

The school has a well-resourced clinic and triage area managed by two nurses and a doctor. In addition, there is a designated isolation room for positive COVID-19 cases. The schools' strong medical team has successfully led the adapting of the school environment to keep pupils and staff safe from COVID-19. The school follows mandatory rules on social distancing, mask wearing and temperature monitoring and follows all protocols expected by UAE authorities.

Standard 6. The provision of information for parents, carers and others

The school meets the requirement of this BSO standard.

The school's website has information about how to contact the school leaders and governors. It displays all the required policies and information about procedures, including those relating to safeguarding, complaints and behaviour.

Parents are very supportive of both the values and performance of the school. In surveys and discussions with inspectors, parents showed a trust in the school, sufficient for Kings' School Dubai to become their school of choice for all their children. Their decision is based upon its promotion of British values, high expectations and strong academic outcomes.

A very large majority of parents say they are well informed about the progress of their children. They value the twice-yearly reports they receive and are satisfied that they contain sufficient information. Even during the COVID-19 pandemic, they felt that the flow of information to and from the school enabled them to help their children to learn. They particularly valued the regular videos provided by leaders and teachers showing them how to do this.

Governors listen to parents' views, respect them and act on them if appropriate. The evacuation day event in school was adapted quickly due to world events because leaders listened to parents' views. Teachers and leaders are accessible through a range of methods, including email, and are very responsive to parental concerns. The school frequently gathers parents' views both formally and informally. At times, leaders routinely test parental opinion before introducing a new initiative. Almost all parents who responded to the BSO survey were positive about all aspects of the school. They say that the school is well led, safe and fosters a love of learning. The evidence from the inspection wholeheartedly endorses this view. Some parents act as a formal link between a class and the rest of the parents. This arrangement facilitates the flow of information and makes teachers' workload more manageable.

Parents appreciate the access to online records of their children's work and up-to-date information about things to be done. The parent portal is a considerable resource for parents of pupils with SEND and can provide vital support to help parents and pupils at home. The general standard of information provided for parents about school life and the curriculum is exceptionally high. An example is the concept-curriculum overview, which not only tells parents what to expect each term, but clearly explains the value of that curriculum-design model.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is available to all on the website and is updated annually. It is common across all three Kings' schools. The staged procedure is clearly outlined. Despite this a small number of parents have taken their complaints directly to KHDA. In these cases, KHDA has endorsed the school's view of the issue. The school seeks to understand the views of parents and keep communication open. The head of pastoral and well-being is an important link with parents to respond to their worries and home issues. Parents say their concerns are dealt with within realistic timescales which are clearly communicated.

Standard 8. Quality of Leadership in and management of schools

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met. The areas for improvement identified in the previous BSO report have been fully addressed.

Leaders are highly effective in communicating their vision to all stakeholders, through modelling their high expectations and placing positive relationships at the forefront of everything. They actively promote the well-being of pupils so that all children are 'happy, safe and secure'. The principal and deputy foster a culture of trust which empowers other leaders to take risks and implement innovative approaches. There is strong capacity for further improvement.

Leaders at all levels promote developments in teaching and learning very successfully. Teachers say that while expectations are high, they are well supported and professional development is pertinent to their needs. It is clear that they are happy and motivated. They model the school's culture of kindness. The school strives to promote talent. Indeed, the whole leadership team has grown through the school. This includes the early years leader who is highly effective in developing and encouraging strong practice to nurture all aspects of children's development. The school has its own Kings' middle-leadership programme and also offers national professional qualifications at a senior level. The introduction of 'innovation leadership points' has allowed individuals to lead on aspects of school improvement. Teachers set their own appraisal targets based on the Kings' teacher standards.

Reflection and rigorous self-evaluation are evident throughout the school. Leaders at all levels have an excellent understanding of the strengths and relative weaknesses of their areas of responsibility. They develop action plans, based on reliable data, to enhance current provision. All leaders are fully accountable for improvements. The whole-school strategic development plan is based on the 'The Big 4' key priorities: relationships, community, inclusivity and professional responsibility. The impact of this is that the school's vision is consistent and all feel involved in achieving these priorities.

Leaders, supported by governors, are highly effective in ensuring that safeguarding procedures are effective. All issues are rigorously tracked by the designated safeguarding leads (DSLs). All staff are fully trained to an appropriate level annually. The head of pastoral care, who is a DSL, leads positive-parenting sessions and is highly supportive to both parents and pupils.

The Kings' governing body includes a core group which is common to every Kings' school. Parents are part of the board of their particular school. Governors ensure that the school operates legally. They provide strategic guidance and regularly monitor the work of the school through visits. As a result, they play a significant part in ensuring that the school achieves its educational goals. They act as critical friends while also holding leaders to account. Senior leaders work in cooperation with the board and their separate responsibilities are understood and respected. The performance of the principal is appraised by the director of education. The heads of each school are given

responsibility for aspects of their own budget with autonomy to make decisions on staff and resources. Governors are highly effective in supporting leaders in promoting equality and tackling discrimination and are totally committed to ensuring equitable provision.

The school adapted well to distance learning. A wealth of information and support was provided for parents throughout. The primary focus for the school was the well-being of all and changes were implemented as a result of surveys. Leaders worked hard to mitigate the impact of COVID-19 restrictions.

Inclusion and a culture of respect and tolerance permeate the school. Leaders constantly look for ways to celebrate difference and find ways for pupils to shine in their uniqueness. As a result, pupils grow in confidence and are proud to be who they are. They are clearly happy and enjoy learning.

EYFS provision

The early years provides for children from three to five years old. The majority of the children are English-language speakers and have communication skills typical for their age or better.

Children are closely assessed on entry, with observations taking place in their homes prior to joining school. Teachers accurately assess the child's strengths, areas for development and interests to ensure highly individualised transition and a strong start to the early years.

Teachers carefully monitor and track each child's progress and development. By the end of Reception, the proportion of children reaching a good level of development is above that typical of England. This means that children are ready for Year 1. Teachers plan highly engaging activities that are both child centred and academically challenging. Independence and confidence in learning are strongly developed from an early stage, alongside collaborative skills. The exemplary provision of indoor and outdoor areas and wide range of high-quality resources promote children's accelerated progress. Teachers' high expectations rapidly establish strong routines, so that the children are ready for more focused activities. This, alongside the excellent behaviour of the children, contributes to high levels of learning and progress.

Parents are strongly involved in the children's learning. Online platforms and regular 'spotlight' assessments provide parents with ongoing information on their child's progress. Parents receive regular reports on their child including voice recordings from them, sharing their learning journeys. Highly developed communication, including regular support webinars and strong relationships with parents, ensure that the school's expectations are met.

Leadership of the early years is outstanding. Leaders have a deep understanding of early years provision and learning. They are highly supportive of both children and parents. This was especially so when they were anxious at the start of the pandemic.

Compliance with regulatory requirements

Kings' School Dubai meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

An increasing number of pupils join the school with EAL. Systems to identify their needs and monitor their progress have been developed but are not fully implemented across the school. Leaders should embed the new systems so that teaching can be better matched to the learning needs of this group.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	<input type="checkbox"/>			
How well the curriculum and other activities meet the range of needs and interests of pupils	<input type="checkbox"/>			
How effective teaching and assessment are in meeting the full range of pupils' needs	<input type="checkbox"/>			
How well pupils make progress in their learning	<input type="checkbox"/>			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	<input type="checkbox"/>			
The behaviour of pupils	<input type="checkbox"/>			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	<input type="checkbox"/>			
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Leadership and management

Overall effectiveness of leadership and management	<input type="checkbox"/>			
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School details

Name of school	Kings' School Dubai
Type of school	Private
Date school opened	2004
Age range of pupils	3-11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1064
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 43,619 to 66,383
Annual fees (boarders)	n/a
Address of school	Al Yazzi St, Umm Suqeim 3, Dubai UAE
Telephone number	971 04 348 3939
Email address	Ksd-patoleadership@kingsdubai.com
Headteacher	Mr Bede Higgins
Proprietor	Kings' Education Hamad Tayeb Abdul Rahim Ahmed Al Baker

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils’ gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential.

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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