

The International School of Creative Science - Nad AlSheba

British Schools Overseas Inspection Report

Inspection Dates: Sunday 9 February – Tuesday 11 February, 2020

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Team: Lenford White, Bill Burn

Age Group: 3-14

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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 three 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 its 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.

A policy update was issued by the DfE 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 the 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.

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

The International School of Creative Science is an independent, multicultural day school for pupils aged three to 14 years, located in the Nad AlSheba 3 area of Dubai. It is part of the Bukhatir Education Advancement and Management (BEAM) group, which has five schools across Sharjah and Dubai. Leaders are planning to expand the school into key stage 4.

The school opened in September 2016 with 250 pupils. There are now 1,202 pupils. The majority of pupils are in the early years and primary phases. There are 144 pupils aged 11 to 14 years. The school follows the early years foundation stage (EYFS) curriculum and the English national curriculum, alongside the UAE national curriculum for Arabic, Islamic and Social Studies. The school has launched an iGCSE offer for students with a range of options for the current year 9 students progressing into Key Stage 4 in the next academic year. All teachers who teach the English curriculum have UK qualified-teacher status.

Pupils are from many different nationalities. Emirati nationals make up 46% of the pupil population. The next largest group is Asian or Asian British. Eighty-five percent of pupils speak English as an additional language. The school has identified 41 pupils as having some form of special educational need and/or disability (SEND), for whom it makes additional or special

provision. The Maharat Centre for young people with complex learning difficulties is located on the school site. Pupils in the centre are not registered with the school.

Summary of the evidence base used by the inspection team

The dates of the inspection were agreed with the school 10 weeks before the start date. The school's leaders made documents, policies and assessment information available to inspectors four weeks prior to the inspection. Inspectors met with school leaders and toured the school on the day before the inspection started. The team examined a range of documentation including the school's self-review document, the BSO compliance checklist, progress and attainment data, improvement plans, curriculum planning and policies. They evaluated the school's safeguarding policies and procedures, staff recruitment procedures and records of pupils' attendance, behaviour and incidents.

Inspectors visited 58 lessons across the school covering a wide range of subjects. They reviewed samples of pupils' work and looked at displays and artwork. They held 24 meetings with governors, senior leaders, staff, parents and carers and pupils. They observed pupils' arrival and departure from the school, assembly and breaktimes. They observed all phases of the school at work and had regular meetings to keep in touch with school leaders. They took account of the views of parents, staff and pupils.

Evaluation of the school

The International School of Creative Science – Nad AlSheba is a good school and provides a good quality of education for pupils from three to 14 years. The school prepares pupils well to enter or re-enter the UK system.

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.

The early years foundation stage provision caters for children from three to five years. When children join the foundation stage, most have had limited exposure to English. They have knowledge and skills that are below those that are typical for their age in the UK in most areas of learning and well below those that are typical in communication and language skills. Children make good progress and are prepared well for the key stage 1 curriculum. The proportion of children who achieved a good level of development was above the average for England in 2019.

Pupils have a dual curriculum across the school and follow the English national curriculum alongside the UAE national curriculum for Arabic, Islamic and Social Studies. The strong focus on language and personal development within both curricula in the early years gives children access to all the areas of learning within the UK EYFS framework. The indoor and outdoor environments are purposeful, stimulating and engaging. Learning is supported with high-quality resources and exciting areas where children can explore natural materials, carry out investigations, expand their knowledge and develop their skills. Adults know the children

extremely well. They are skilled in planning learning experiences that develop children's curiosity and appeal to their interests as well as taking account of curricular objectives.

The school has expanded significantly since it opened and pupils have joined the school at different times. The majority of pupils speak English as an additional language. Pupils make good progress from their starting points whenever they join the school. Those who have been in school for a number of years typically attain standards that are at least in line with, and sometimes above, the standards expected for their age in reading, writing, mathematics and science at the end of each key stage. Those who join the school within the key stage are often working below age-related expectations when they start and make good progress to give them access to the stage of the English curriculum appropriate for their age. The school has not yet had any pupils take national or international examinations, so it is not possible to compare the school's performance with English or international averages.

Attainment and progress in **English** are good in the early years, in primary and in secondary. Teachers assess children's language, literacy and phonics skills meticulously when they enter the school to identify their starting points. Careful and methodical teaching in the early years supports children in developing confidence in speaking and listening and develops their early reading and writing skills effectively. For example, children's access to both Arabic and English versions of good-quality story books motivates them and develops their understanding of English successfully. Children who benefit from the school's early-years provision are able to take a full part in the English curriculum in Year 1.

All groups of pupils continue to make good progress across the school. Pupils' comprehension of the spoken and written word develops strongly and they develop greater fluency in speaking English in the primary phase. In Year 1, for example, pupils are able to identify key vocabulary when exploring topic work, for example 'hatching', 'cocoon' and 'metamorphosis' when ordering the life cycle of the butterfly. The school-wide strategy for developing reading skills is having a positive impact on pupils' outcomes in reading at all key stages. Pupils' writing improves over time but is less well developed than reading, especially with regard to pupils' use of punctuation, spelling, grammar, capitalisation and letter formation. Teachers plan for transition between different stages carefully. In key stage 3, pupils read texts of increasing levels of difficulty. Many pupils improve their skills in writing as they learn to write analytically and with increasing accuracy in English lessons.

At the end of key stages 1, 2 and 3, the majority of pupils who have been in school for the whole of the key stage match or exceed UK age-related expectations. Pupils at early stages of learning English receive effective support to accelerate their learning so that they can gain access to the full curriculum.

In **mathematics**, pupils make good progress from their starting points across the school. The majority of pupils attain standards that are at least in line with the expectations of the English national curriculum at each key stage. Pupils who have been in school for a longer period typically attain higher standards.

Children in the early years make consistently good progress from below-typical starting points. There is a strong and successful focus on developing children's mathematical language and deepening their understanding of shape, measures and number bonds to 10. In the primary classes, the recently revised approach to teaching is having a positive impact. It is successfully developing pupils' skills in reasoning and problem solving and deepening their understanding of mathematical concepts. For example, pupils in Year 4 are able to identify the correct multiplication or division calculations to solve word problems. In Year 6, pupils solve problems

involving fractions. The new approach is not yet fully embedded, so although progress is good overall, the development of pupils' reasoning skills is uneven between primary classes.

In the secondary phase, pupils use and apply their mathematical knowledge and skills to a range of problem-solving and reasoning tasks. They make good progress from the start of Year 7 and develop fluency in mathematics. For example, Year 9 girls build on their prior learning to construct and solve a range of challenging algebraic equations. Pupils of all ages enjoy mathematics. They particularly enjoy competing in their speed recall of multiplication facts.

Pupils' attainment in **science** is good overall. They make good progress throughout their time at the school. Their progress is outstanding in the primary phase and good in the secondary phase.

Children in the early years develop their skills in scientific enquiry as they explore the world around them. For example, they observe plants and insects in the vibrant outdoor areas and learn about growth and the conditions necessary for living things to thrive.

Pupils in the primary phase benefit from a rich and interesting science curriculum, which enables them to participate in a range of experiments and investigations. They use scientific equipment and record their findings using scientific language with increasing confidence. For example, pupils in key stage 1 classify plants and materials accurately. They know what parts of plants are edible and understand that light, water and soil are necessary conditions to sustain organic life. Older pupils are able to create hypotheses, make predictions and record their activities accurately. This was evident in Year 4, when pupils discussed whether a hot or cold environment would have an impact on the speed at which a plant stalk (celery) absorbed liquid. Pupils also develop strong scientific knowledge. In the upper primary school, pupils created a model of the solar system and correctly identified the proximity of the planets in relation to the sun.

Experiments in the secondary phase deepen pupils' understanding of chemistry and physics. Pupils are skilled at preparing and executing experiments. This was evident when they conducted a chromatography experiment and observed the effect that water has on colours. They diligently recorded their finding and accurately explained the process of colour separation.

Pupils attain standards that are broadly in line with those expected for their age in **other subjects across the curriculum**. There is a strong focus on developing pupils' technological, creative and literacy skills across the curriculum. In computer science, pupils follow the English national curriculum and make good progress. Their progress is not as secure, however, in history, geography and art as it is in reading, writing, mathematics and science. Pupils do not build on their learning systematically from year to year in these subjects.

The school's well-planned strategies to support pupils with SEND ensure their engagement in learning and strong progress in all subjects. All staff are aware of the specific needs of pupils with SEND and support their individual learning plans effectively.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is good (see Standard 1 below). To develop the curriculum further, leaders could consider extending the curriculum offer as the school expands into key stage 4. Leaders may also wish to consider how planning for foundation subjects supports pupils in building systematically on their prior learning.
- The quality of teaching and assessment is good overall (see Standard 1 below). To improve the impact of teaching further leaders may wish to consider how they can improve pupils' writing skills across the curriculum, including their use of grammar and

their ability to analyse information and articulate their understanding in written form (whether in handwriting or by using technology).

- Pupils' spiritual, moral, social and cultural development is good (see Standard 2 below). Leaders may wish to consider how they can further enhance pupils' personal development by providing opportunities for more pupils to develop their leadership skills and increase participation in pupil-voice groups.
- 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 good (see Standard 8 below). Leaders have already identified and are acting on the most important areas for development. They are rightly focusing on ensuring that recently introduced initiatives are implemented consistently and effectively across the school and are evaluating their impact.

As a result of this inspection, undertaken during February 2020, 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

Most of 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 provisions of the UK Equality Act 2010.

The **curriculum** is good at all phases in the school. It fully meets the requirements of the framework for the EYFS and follows the national curriculum for England for primary and key stage 3 in most subjects. The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It does not currently provide for music and design technology. Leaders are considering further developments of the curriculum as the school expands into key stage 4. The curriculum enables pupils to enter or re-enter the UK education system if they choose and provides them with a good understanding of life in British society.

Staff plan the English curriculum effectively to ensure that pupils make continuous progress in knowledge and skills through the school. Planning for continuity is particularly strong in core subjects and pupils are well prepared for the next stage in their learning. They are supported in revising and reinforcing their knowledge frequently and regularly in all lessons. The focus in mathematics, for example, is on mastery of key concepts and this is developed as a constant

theme at all stages. Leaders are aware of the need to ensure greater progression and continuity in the curriculum in foundation subjects, especially through transition points.

The curriculum offers a broad and diverse experience to pupils with an appropriate emphasis on material relevant to the UK. Topic work in Year 6, for example, is based on World War Two as seen from the point of view of British children of the time. Pupils learn about democracy, the rule of law, individual liberty and respect and tolerance for others, paying particular regard where possible to the protected characteristics set out in the Equality Act of 2010. These values are also promoted through the school's status as a 'Rights Respecting School'. They accord with the values which underpin the school and the community it embodies, which are themselves rooted in the Muslim faith.

The curriculum is modified effectively to ensure that the needs of different groups of pupils are identified and met. In the foundation stage, for example, emphasis is placed on language skills in both English and Arabic. Early intervention or support to accelerate learning is put in place for those who need extra help, especially for those who do not speak English at home. In the primary and secondary phases, the school monitors the progress and attainment of pupils and provides them with additional challenge or support in lessons as needed. Where appropriate, pupils are withdrawn from mainstream lessons to work under supervision on activities with additional challenge or to support individual education plans.

Pupils with SEND are well supported by experienced and well-trained learning support assistants. Teachers routinely adapt resources and ensure that the curriculum is adapted to pupils' needs. For example, teachers know which pupils have hearing and visual impairments and modify seating arrangements to allow them to participate better. All staff are trained by specialists from the Maharat centre. This gives them an insight into conditions such as autism and their impact on pupils' learning.

Pupils of all abilities benefit from a high-quality, wide-ranging programme of extra-curricular activities. They participate in and enjoy a range of sports and physical activities, robotics, film, reading, mastery maths and creative-writing clubs. Those pupils which the school has identified as being most able have an enrichment programme of trips, activities and competitions. Pupils have won distinction in recitation from the Holy Qur'an, public speaking and karate, for example.

The quality of **teaching, learning and assessment** is good in all phases. Teachers plan consistently effective lessons which are designed with the needs of individual pupils in mind. Tasks are almost always carefully matched to the abilities and aptitudes of different groups of learners. Activities are divided into bronze, silver and gold categories, with a platinum challenge for those who finish a task early. Pupils are guided to activities based on thorough assessment of their current level of attainment.

Teachers know their pupils well and know how they learn most effectively. They develop warm and productive relationships with them. Teachers make use of different tests to establish what pupils know when they first enter the school and assess progress from their starting points carefully. Assessment is used very effectively at the point of learning and teachers are skilled at adapting their teaching based on this assessment. They target their questions and expectations in lessons and modify subsequent lesson plans as a result. At the end of many lessons, pupils assess their own progress by means of an 'exit ticket'. They have a good understanding of how well they are doing and how to improve their work through regular verbal and written feedback.

Teachers have good subject knowledge across the curriculum and especially strong subject knowledge in core subjects. They plan their lessons with clear learning objectives and manage their time well. Subject knowledge is not as strong in foundation subjects, especially in the primary phase and this is a focus for further staff development.

Teachers are adept at meeting the needs of pupils who speak English as an additional language in all subjects. They promote language across the curriculum and extend pupils' vocabulary successfully. In science, for example, pupils are supplied with glossaries of most-frequently used technical and other words and expressions. Pupils' writing skills are not promoted as well as they could be in foundation subjects, however.

Teachers make effective use of good-quality resources, suited to the teaching and learning activities. Resources include practical apparatus, visual aids and sophisticated digital technology. Pupils all use tablets to support learning from Year 3 onwards. They are confident users of their devices for research, presentations and as sketch pads, for example. This makes a significant contribution to their independence as learners and enables them to work at differing speeds on differentiated tasks. They can see one another's work through an application which allows them to upload and share what they have produced.

Teachers question and prompt pupils effectively to help them reinforce and deepen their prior learning and extend their knowledge and skills. In the primary phase, they are expert at formulating questions which invite predictions, inferences and hypotheses and develop pupils' thinking skills.

When the opportunity arises, pupils are eager to learn independently and they enjoy sharing their knowledge and skills. The majority show resilience in sticking with a task until they see it through. Sometimes pair- and group-work are not as successful because some pupils do not listen carefully to the ideas of others and respond constructively to them. Generally, however, pupils collaborate successfully, as seen in an English class where one partner produced an interesting simile in response to a photograph and the other made sure it was accurately expressed in writing. Pupils of all ages say they enjoy their learning and they typically work with a smile on their faces.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country, relating to the provisions of the UK Equality Act 2010.

The spiritual, moral, social and cultural development of pupils is good. Pupils' attendance is above the England averages for primary and secondary schools. Pupils arrive promptly at lessons and have positive attitudes to their learning. They say they enjoy school because they like to acquire new knowledge and information and enjoy the camaraderie of their peers. They are committed to working hard and trying their best in school. They are skilled at using technology to support their learning, and this serves to promote independence in learning. They are prepared to work at home as well as in school to further their understanding and consolidate their skills. The majority of pupils are engaged fully in lessons and familiar with their learning

targets, which they are committed to achieving. Occasionally, some older boys find it difficult to sustain their concentration in some lessons. However, teachers act appropriately to ensure that any disruption is minimised.

Pupils are proud of their heritage and are committed to living in accordance with Qur'anic values and teachings. The school's well-planned curriculum enables them to develop an in-depth understanding of the fundamental British values of democracy, mutual respect and tolerance alongside Islamic values. The curriculum also helps to ensure that pupils do not discriminate against others based on their age, disability, pregnancy and maternity, race, religion or belief. They are very considerate towards those with disabilities and are highly respectful towards their peers in the Maharat Centre, all of whom have profound SEND.

Pupils participate in a wide range of extra-curricular activities, which help to broaden their knowledge and understanding of the rule of law and fairness towards each other. The school's policies and practices encourage them to show respect for all people. They respect democratic principles and regularly engage in decision making about who sits on school boards and committees. The school is a UNICEF Right Respecting School which encourages pupils to familiarise themselves with children's rights and the Declaration of Human Rights. Older pupils are currently promoting articles and declarations linked to healthy lifestyles and internet safety.

Pupils are respectful of other cultures and traditions, which they learn about through the personal, social, health and citizenship aspects of the curriculum. Visits to museums and exhibitions help to deepen their understanding of the contributions made by people of different cultures and traditions to world developments in the arts and sciences.

Pupils have a strong sense of moral obligation and empathise with those less fortunate than themselves. They show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to wider society. They regularly raise funds for charities. They have raised funds for local children in need and for those suffering in conflict zones abroad. They engage in community campaigns to rid the local environment of litter and protect the habitats of plants and animals. They are actively involved in the school's many drives and initiatives to protect the environment and prevent global warming. They contribute to the school's strategies, which include aiming to become paperless by 2021, and recycle and re-use plastic items as part of the school's 'Bring Your Own Bottle' initiative.

Pupils in roles of responsibility have strong leadership skills, which they demonstrate in their roles as head boy and girl and as role models for younger pupils. They take pride in showing that they are active, responsible citizens who enjoy helping teachers and supporting each other in class. However, the opportunities for pupils across the school to take leadership roles are currently limited.

The school fully meets the requirements set out in the Equality Act 2010 in relation to the protected characteristics of age, disability, pregnancy and maternity, race, religion and belief. However, it is unable to meet the requirements in respect of gender re-assignment, marriage and civil partnership, sex and sexual orientation due to the laws of the host country.

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

The school meets the requirements of the standard, as well as the regulatory requirements of the country. Arrangements for pupils' welfare, health and safety are outstanding. The school's care for pupils, staff and visitors is excellent.

Senior leaders and staff leave absolutely nothing to chance when it comes to the safety of pupils. The designated safeguarding leaders are trained to a high standard. All staff are trained well to spot the signs of neglect and/or abuse and know what they should do if they have a concern about a pupil. The induction procedures for staff who are new to the school ensure that they are fully aware of the school's policies for safeguarding, internet safety and pupils' health and welfare. Fire regulations are met in full and fire and lockdown procedures are stringent and also meet UAE regulations.

Parents are very complimentary about the school's arrangements to keep their children safe and say that they are well looked after. They are confident in reporting any concerns to any member of staff and feel that any concerns they have will be addressed immediately. Staff make sure pupils are fully aware of the potential dangers of using the internet. The school's Digital Safety Charter sets out how staff will keep pupils safe and provides guidelines to pupils on how to act responsibly online.

The health and welfare of pupils are paramount. The school doctors, nurses and first aiders provide excellent services to pupils and staff. They ensure that the provision for short-term care for sick and injured pupils meets the stringent Dubai Health Authority standards. Clinical services are of an exceptionally high standard. Staff are highly qualified and caring. They provide advice for parents on how to keep their children fit and healthy and provide a comprehensive programme of activities for teachers and pupils. Information events such as Breast Cancer Awareness and Healthy Heart days help to ensure that pupils are well informed about how to maintain their own health. Where clinical staff are concerned about a pupil's health, they work closely with families to create healthy-eating and exercise programmes.

Pupils are safe from bullying and harm. All parts of the school are closely monitored. The operations manager knows where potential 'behaviour hotspots' are and deploys staff to ensure that the building is always safe and secure. The school's behaviour policy sets out clear expectations of all members of the school community. The school's behaviour records show that infringements of the school's rules are infrequent and use of sanctions is minimal. Parents confirm that incidents of bullying are rare and are dealt with appropriately. Pupils know that bullying is wrong. They are excellent ambassadors for the school, committed to combating poor behaviour and injustice.

A highly effective risk-assessment policy and comprehensive risk assessments are in place to minimise pupils' risk and prevent exposure to harm. The school's procedures for escorting pupils to and from the buses is impeccable and highly effective. Communication with parents is excellent. Parents appreciate the excellent electronic communication they have with the school, which enables them to track their children's location when they are on their bus journey home at the end of the school day.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements for this standard and the regulatory requirements of Dubai.

Leaders and managers, supported by corporate human-resources staff, ensure that all required checks on staff are completed. Vetting procedures prior to staff recruitment are thorough and comply with ministry visa requirements as well as the BSO standards. Leaders follow up references rigorously. They make sure all staff are suitable to work with children and well qualified for the posts to which they are appointed. All the teachers of the English curriculum have UK teaching qualifications. Any newly qualified teachers are supported through their induction year in collaboration with Birmingham University. The thorough recruitment procedures and effective staff appraisal have sustained good teaching and learning as the school has grown in size. The school does not use supply staff.

Arrangements to check the suitability of the proprietor are thorough. As well as complying with the BSO standards, the school is granted an Education Professional License which ensure that the registered company and proprietors meet the regulatory requirements of the Knowledge and Human Development Authority of Dubai.

Standard 5. The premises and accommodation

The requirements of this standard are met. The school is maintained to high standards and staff and pupils are very proud of their school.

The premises are extremely well maintained. The operations manager and team rigorously risk assess the school environment each day and everyone is vigilant in ensuring that the site complies with safety standards. The school is clean and conducive to learning. Corridors are wide and free of obstacles, allowing for easy movement around the school buildings. Entry and home times are managed exceptionally well to ensure that pupils are safe in the areas where buses and cars assemble. Fire-evacuation procedures are regularly reviewed and practised, with personal evacuation plans in place for those pupils who need them.

Classrooms and teaching areas are fit for purpose and provide a stimulating and interesting environment for learning. Classroom display is used imaginatively. Displays of pupils' work celebrate their achievements and provide them with examples of successful work. The early years environment is inspiring, purposeful and safe. Children have fun and learn effectively in the well-resourced indoor and outdoor areas.

A range of specialist facilities supports learning across the curriculum. For example, science laboratories, performing-arts studios, art rooms and computer suites are available for all age groups. There are several sports facilities inside and out including a running track, multi-use games hall, outdoor games courts and pitches and a swimming pool for primary phase pupils.

The outdoor areas are as stimulating as those indoors. A range of large apparatus supports the physical development and fitness of pupils of all ages. Leaders have focused on the use of

natural materials and development of 'forest areas'. Great care is taken to keep children safe outdoors, for example by providing ample shade and drinking water.

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

The school meets the requirements of this standard. It complies with all specifications relating to the provision of information, including those relating to safeguarding and complaints policies. Curriculum and behaviour policies and information on support for pupils with SEND are available on the school's website, as are details of how to contact the owners. Parents are familiar with the school's safeguarding procedures and know who to approach if they have a concern about the well-being of their child.

Parents are very positive about the school and speak highly of the principal and senior leadership team. They feel that all staff at the school are approachable. They know that they can speak to teachers at the start and end of the school day if they have any concerns about their children. They receive regular information on their children's achievement and say that communication with the school is good. They know how well their children are performing. Teachers share information relating to pupils' targets, which are included in termly reports. Parents also have access to a portal on the school's website. This is to ensure that they are aware of updates to the school's policies, events taking place at the school and weekly timetables. They receive monthly reports on pupils' progress in reading.

Parents are consulted about school developments, including in relation to the curriculum. Their views are sought through surveys and discussion groups. Recently, parents were informed about changes to the curriculum in the primary school, which included providing more time for pupils to read in Arabic. In response to parents' requests, leaders also provided more study time for pupils to prepare for their end-of-phase examinations.

Any concerns that parents have are dealt with sensitively. Some parents were concerned about the use of technology in the school as, since the beginning of this academic year, pupils in Year 3 use computer tablets to support learning in most lessons. However, parents' fears were allayed by senior leaders who reassured them that effective systems are in place to ensure that pupils are safe when they are using electronic devices for access to the internet.

Parents attend 'happy meetings' and an Emirati parents' group where they can discuss concerns and give their views about how the school could improve. They are very positive about these meetings and welcome the opportunities to contribute their opinions.

Standard 7. The school's procedures for handling complaints

The procedures for handling complaints meet the requirements of this standard.

The school website and complaints policy give parents clear guidance about how to raise any concerns. This supplements the guidance parents receive as their children are admitted to the school. School leaders are keen to listen to any concerns and resolve any questions before they escalate into formal complaints. Parents and pupils are positive about leaders' rapid response to

any concerns. To date there have been two complaints since the school opened. Leaders were quick to respond and the issues were resolved.

Standard 8 Leadership and management

The school meets the requirements of this standard. Leadership and management across the school are good. Leaders ensure that the BSO standards are consistently met.

Leaders and managers strongly promote the school's vision and mission statement. They have created an inclusive community where pupils are supported in developing skills for life-long learning and becoming global citizens 'with a moral compass'. The school's curriculum has a strong focus on Islamic and UAE cultural values alongside the English curriculum and promotion of British values. Leaders manage the dual curriculum successfully. Pupils' welfare and safety are at the heart of the school's work.

The recently appointed principal provides inspiring leadership and is highly respected by staff and pupils. He knows the school well having been in a leadership role since the school opened in 2016. Leadership has been restructured and developed as the school has expanded and it continues to develop effectively. The senior leadership team was formed relatively recently but all members have been in the school for some time. It consists of leaders who hold responsibility for the three phases of education and for SEND provision. The team members are capable and knowledgeable. They each provide good leadership within their phase and for SEND provision. Together, they secure pupils' good personal development and good achievement across the English curriculum.

Leaders at all levels make a good contribution to the monitoring and evaluation of their area of responsibility. Core subject leaders have good subject knowledge. Pastoral leaders know the pupils well and provide good support for pupils' personal development. The principal trusts and encourages leaders at all levels to contribute to improvements and supports them in developing their leadership skills. Middle leaders across the school say they feel valued and are encouraged to innovate and extend their leadership skills through accredited external training. Senior leaders are aware that subject leadership in foundation subjects is an aspect for further development as the school expands.

Leaders have introduced several new initiatives recently. These include the use of tablets from Year 3 onwards to support teaching and learning and new approaches to planning and teaching the curriculum in mathematics and writing in the primary phase. Initiatives such as the Rights Respecting Council are also relatively new. These initiatives are still being embedded, especially as new staff join the school. They are starting to have a positive impact and provide strong foundations for further development. Leaders are aware of the need to continue to evaluate the impact of these new initiatives.

Staff from across the school have contributed to the school's self-evaluation. The self-evaluation is incisive and informs improvement planning effectively. Leaders are fully aware of the areas for further development and have appropriate plans in place to secure continuing improvement. Staff appraisal and development are thorough. Leaders at all levels monitor teaching and check pupils' progress. Staff training and professional development are planned carefully to meet staff's individual needs and support school improvement.

Governance is provided through a local governing board overseen by BEAM corporate leaders. The corporate board has been instrumental in setting the strategic development of the Creative Science Schools within the UAE. The school's local governors have a range of expertise. They support leaders and hold them to account effectively. They ensure that the school is well resourced and staff are recruited with the right skills. Governors and the corporate board ensure that capacity in the school develops as the school expands. Expansion has been planned with care and attention to detail to make sure staffing and resources are sufficient to accommodate it at each stage.

Compliance with regulatory requirements

The International School of Creative Science - Nad AlSheba 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 also wish to consider the following points for development:

1. Leaders have already identified and are acting on the most important areas for development. They are rightly focusing on ensuring that recently introduced initiatives are implemented consistently and effectively across the school and evaluating their impact on pupils' outcomes across the curriculum. This includes initiatives in primary mathematics and the development of writing, the use of tablets in all lessons from Year 3 onwards and the work of the Rights Respecting Council.
2. The improvement of pupils' writing skills across the curriculum, including their use of grammar and their ability to analyse information and articulate their understanding in written form (whether in handwriting or by using technology).
3. Further development of the English curriculum by:
 - ensuring that teaching builds systematically on pupils' prior learning in foundation subjects such as history, geography and art
 - continuing to develop the curriculum to include a wider range of subjects that may be studied at IGCSE as the school extends into key stage 4.
4. Enhancement of pupils' personal development by providing opportunities for more pupils to develop their leadership skills and increasing participation in pupil-voice groups.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		X		
How well the curriculum and other activities meet the range of needs and interests of pupils		X		
How effective teaching and assessment are in meeting the full range of pupils' needs		X		
How well pupils make progress in their learning		X		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		X		
The behaviour of pupils		X		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			
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Leadership and management

Overall effectiveness of leadership and management		X		
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School details

Name of school	International School of Creative Science – Nad AlSheba
Type of school	Private, international school
Date school opened	2016
Age range of pupils	3 - 14
Gender of pupils	Mixed
Number on roll (full-time pupils)	1202
Number on roll (part-time pupils)	0
Annual fees (day pupils)	26,800AED – 42,000AED
Annual fees (boarders)	n/a
Address of school	Bur Dubai, Nad Al Sheba 3, Dubai
Telephone number	+97145107000
Fax number	+97145540858
Email address	principal@nas.iscs.sch.ae
Principal	Ataullah Parkar
Proprietor	Educational Investments International L.L.C

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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