



part of Independent Schools Inspectorate

British Schools Overseas

Inspection Report

The Sheffield Private School

February 2025

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School's Details

School	The Sheffield Private School			
Address	The Sheffield Private School Al Nahda 2 Dubai			
Telephone number	+971 4 2678444			
Email address	principal@sheffield-school.com			
Principal	Mr Roger Hancock			
Chair of Board of Directors	Mrs Fatema Kamal			
Proprietor	Britus Education			
Age range	3 to 18			
Number of pupils on roll	1240			
	Early years	148	Primary	554
	Secondary	411	Sixth form	127
Inspection dates	17 to 20 February 2025			

1. Background Information

About the school

- 1.1 The Sheffield Private School is an independent co-educational day school for pupils aged 3 to 18. The proprietor is Britus Education who delegate governance responsibility to a local advisory board. The school has a primary section, which includes the early years foundation stage (EYFS), for pupils aged 3 to 11. The secondary section, including a sixth form, is for pupils aged 11 to 18. The school opened in 2004 and is situated in the Al Nahda 2 district of Dubai.
- 1.2 The principal has been in post since May 2021. This is the first British Schools Overseas inspection that the school has undertaken.

What the school seeks to do

- 1.3 The school's vision is to ensure that there is an inclusive admissions policy that gives national and expatriate pupils access to what the school intends to be a unique, culturally relevant curriculum. The school aims for the English national curriculum to be enhanced by an enriching extra-curricular programme which provides opportunity for every pupil to succeed. The school endeavours to help every pupil to develop academically, socially and emotionally through high-performance learning. At its core, the school is committed to providing its pupils with exceptional learning experiences. The school strives to empower pupils with the knowledge, skills and understanding they need to succeed both now and in the future.

About the pupils

- 1.4 Pupils' ability is above average compared to those taking similar tests worldwide. The pupils come from a wide variety of cultures and ethnicities, with the largest groups being from Indian, Pakistani and Egyptian families. Most pupils speak English as an additional language (EAL). Seventy-four pupils have special educational needs and/or disabilities (SEND), whose needs are met by specialist and classroom teachers. Pupils whom the school has identified as the most able are provided with extension opportunities within the school environment.

2. Inspection of Standards for British Schools Overseas

Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas (BSO). It also takes account, where relevant, of compliance with any local requirements. Schools may opt for an inspection of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

This is a COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the Standards for British Schools Overseas. The standards represent minimum requirements, and judgements are given either as **met** or as **not met**. In order to gain BSO accreditation, a school is required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report. If a school does not meet all of the standards, it may elect to be re-inspected once it has taken the required actions in order to gain BSO accreditation.

Headline judgements against the Standards for British Schools Overseas indicate that the standards have been 'met' or 'not met' for accreditation.

Accreditation as a British school overseas lasts for three years.

Key findings

- 2.1 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. The requirements of the host country take precedence, and no action points are, therefore, specified.

Part 1 – Quality of education provided

- 2.2 **The standards relating to the quality of education are met with the exception of paragraphs 2(2)(d)(ii), 2A(1)(2) and 3(j) which cannot be met because as they are precluded by the host country's legislation.**
- 2.3 The curriculum in both the secondary and primary sections of the school, including the early years, is well balanced and successfully meets the school's aim to provide every child with the opportunity to succeed. It effectively provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The school provides a suitable curriculum which is appropriately planned and backed up by comprehensive schemes of work that take into account the aptitudes and needs of the pupils. The curriculum and teaching are based on the English national curriculum and the pupils follow the English framework for the early years and take IGCSE, international A-level examinations and BTEC options which are offered at both stages. All pupils study Arabic, either as native or non-native speakers, as there is a national statutory requirement to provide Arabic lessons.
- 2.4 In both primary and secondary sections of the school, there is a suitable range of extra-curricular activities and provision of additional opportunities in academic aspects, sport, creative arts and adventurous activities. Pupils are well prepared for the opportunities, responsibilities and experiences of life beyond school, and most leavers undertake university courses throughout Europe, the United States or the Middle East. Pupils' school experience is underpinned by a good understanding of British and international values, which closely reflect the school's own values.
- 2.5 Teaching throughout the primary and secondary sections of the school enables pupils to gain new knowledge and skills and to make good progress, a view endorsed by most parents and pupils. Teaching is characterised by well-planned lessons, which provide suitable challenge for pupils. Most lessons employ effective teaching methods, allow pupils to access a range of resources and reflect teachers' good subject knowledge. Pupils who have SEND are provided with appropriate support throughout the school. The school has an effective framework in place to measure and record attainment and performance. A range of assessment methods are used to monitor pupils' progress as they move through the schools. Leaders require subject departments to use this data to produce subject action plans in order to promote and prioritise the performance of pupils over time.
- 2.6 The curriculum and teaching are unable, without constraint, to include content and material relating to gender reassignment, civil partnership and same-sex unions as they are not recognised under UAE law and the promotion of any such related issues is precluded by UAE legislation. The curriculum and teaching otherwise effectively promote respect for the protected characteristics such as age, disability, pregnancy and maternity, race, religion or belief.
- 2.7 Section 3 of this report provides a more detailed evaluation of the quality of pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

Part 2 – Spiritual, moral, social and cultural development of pupils

- 2.8 **The standards relating to spiritual, moral, social and cultural development [paragraph 5(a) and b(i) to (v) and (vii)] is met, but that in paragraph 5(b)(vi) cannot be met because it is precluded by the host country's legislation.**

- 2.9 The school actively promotes both British and international values, which include respect for the rule of law, democracy and civil liberty, and an appreciation of different faiths and beliefs. The curriculum encourages and builds on pupils' self-understanding, self-esteem and confidence. Pupils readily accept responsibility for their actions and have a clear respect for international values and those of the UAE. Diversity is celebrated in the school, which represents over 60 nationalities within its pupil body. The school encourages tolerance and harmony between different cultural traditions. The school encourages respect for other people with regard to the protected characteristics as set out in the UK Equality Act 2010, except where precluded by the country's legislation, as outlined in Part 1. The provision for social and emotional learning is an integral part of the curriculum, promoting and improving empathy, confidence and behaviour. Attendance is closely monitored, with high attendance rewarded through certificates and eligibility for additional trips.
- 2.10 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

Part 3 – Welfare, health and safety of pupils

2.11 The standards relating to welfare, health and safety [paragraphs 6–16] are met.

- 2.12 Appropriate arrangements are in place to safeguard and promote the welfare of pupils in all sections of the school. They take into account the local requirements of the Knowledge and Human Development Authority (KHDA), which is the government authority responsible for the quality of private education in Dubai. The school's safeguarding arrangements also take into account relevant guidance provided for schools in England. Staff receive comprehensive induction training on safeguarding procedures on appointment and also through regular update sessions throughout the year. The safeguarding policy covers all the areas required of schools in England and is implemented effectively. The designated safeguarding lead (DSL) and deputy DSLs are appropriately trained and work closely with the safeguarding governor. There is an annual review of safeguarding and effective oversight and monitoring of procedures. The school maintains confidential records of all child protection concerns. All pupils take part in lessons that cover any issues that might affect their welfare, health and safety, which are supported by focused year group assemblies and tutor group meetings.
- 2.13 Procedures to promote good behaviour are understood by pupils and staff and are implemented effectively. A suitable system of rewards celebrates pupils' success, efforts and achievements and appropriate sanctions are applied if the need arises. Records are kept of all behavioural issues, and leaders monitor these effectively to identify any trends. Bullying, including cyber-bullying, is prevented as far as is reasonably practical. A very small minority of pupils and parents are not entirely content with the school's efforts to eradicate bullying. Discussions with pupils and scrutiny of behavioural records indicate that when staff become aware of any incident, it is always taken seriously and managed appropriately. Behaviour observed around the school was appropriate.
- 2.14 The school's approach to health and safety is rigorous, and its policies and practice meet the requirements of the KHDA and the expectations for schools in England. As a consequence, detailed records are kept of all health and safety checks, many of which are undertaken by ministry-approved external advisors. There are dedicated personnel for health and safety and security, with security guards around the school entrance and perimeter throughout the day and night. There is appropriate CCTV coverage around the school, none of which compromises pupil confidentiality or welfare. Staff are required to undertake annual health and safety training, which includes fire safety guidance.
- 2.15 The competent person for fire at the school carries out regular checks which are supported by an external fire assessor who attends regularly to check on systems, equipment and appropriate drills. The school checks the catering facilities and checks are also carried out by the ministry of food safety which has given the school the top grades for hygiene. The school has a suitable risk-assessment policy

and ensures that potential risks that may affect pupils' welfare, health and safety are identified and mitigated, including through appropriate risk assessments for all off-site visits. The vast majority of parents and pupils agree that the school provides a safe and healthy environment.

- 2.16 The school has appropriate policies and procedures for first aid, accessible to all pupils at the school. There is a full-time doctor and two registered nurses at the school, as well as health-administrative staff. There is a clinic with examination areas and private facilities. Medical records are meticulously kept and include the HASANA (country centralised system) number and all pupil health records, including those for dental health and treatment. Detailed records are kept of incidents and consultations and a large number of staff are trained in first aid, including in the early years. First aid kits are available throughout the school in different locations and are provided for all sports events and trips away from the school.
- 2.17 Appropriate supervision rotas cover all sections of the school, including in the early years where children are in sight and hearing distance of teachers at all times. Rotas appropriately require staff to be on duty at break and lunchtimes and when pupils are arriving at or departing from the school. The school also provides a member of staff on all school buses in addition to the driver. Extra precautions are taken during peak temperature periods to ensure pupils are best protected against the excessive outside temperatures. Admission and attendance registers meet both UAE and English requirements and are backed up and stored for the requisite period of time.

Part 4 – Suitability of staff, supply staff, and proprietors

- 2.18 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**
- 2.19 The school's procedures for carrying out the required checks on all staff, governors, volunteers and supply staff to ensure their suitability to work with children are clear, detailed and appropriate. records of these checks are kept electronically and on paper and are recorded accurately in the single central record (SCR) of appointments. These records show that each person's identity and previous employment history have been checked and that at least two references have been received for each new member of staff. For each new employee, the school carries out various checks, including where possible a disclosure and barring service (DBS) check, an international child protection certificate and, if the person has lived in another country within the last ten years, a police check from that country. The full work visa issued by the ministry in Dubai includes a full medical check.

Part 5 – Premises of and accommodation at schools

- 2.20 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**
- 2.21 Suitable and well-maintained toilet and washing facilities are provided for pupils in various locations around the school. Separate, clearly labelled facilities are available for staff and visitors. The medical clinic provides appropriate accommodation for the short-term care of sick and injured pupils. The buildings are maintained in good condition and are checked regularly for any issues that might compromise the health, safety and welfare of pupils. Any identified issues are rectified quickly. Daily checks are carried out on the swimming pool as well as external inspections. The school buildings and site are regularly inspected by Dubai Municipality who conduct their own checks. The lighting and acoustics in teaching rooms are suitable. Filtered drinking water dispensers are available for pupils throughout the school. There is adequate space for outdoor play and physical education (PE), including separate facilities for the youngest children. The use of outdoor facilities is suitably restricted during periods of very high temperatures, which occur during the summer months.

Part 6 – Provision of information

2.22 The standard relating to the provision of information [paragraph 32] is met.

- 2.23 A range of information is variously published, provided or made available to parents, inspectors and local authorities. This information includes details about the proprietor, the aims of the school and the curriculum offered. The safeguarding policy is posted on the school's website. Arrangements and policies for admissions, behaviour and exclusions, bullying, complaints, health and safety, first aid, provision for pupils who have SEND and for those who speak EAL are available either on the school's website or on request from the school. Particulars of the school's academic performance during the preceding school year and its results in public examinations are published. The school fulfils the requirement in providing parents at least annually with a full written report on their child's attainment and progress, as well as attainment and attitude-to-learning grades.

Part 7 – Manner in which complaints are handled

2.24 The standard relating to the handling of complaints [paragraph 33] is met.

- 2.25 The school's complaints procedure is published on the school's website. It provides for a three-stage process with clear timescales, including an initial informal stage managed by the form tutor and then head of the key stage. If concerns are not resolved informally, parents are able to proceed to a formal stage by submitting a complaint in writing. If the concerns still remain unresolved, the school makes suitable provision for a hearing before a panel, which includes at least one person independent of the management and running of the school, which parents may attend, accompanied if they wish. The panel will then make findings and recommendations. The KHDA are sometimes involved in complaints if the parents request it. A confidential record is kept of all formal complaints and findings, including action taken by the school, whether or not the complaint is upheld.

Part 8 – Quality of leadership in and management of schools

2.26 The standard relating to leadership and management of the school [paragraph 34] is met.

- 2.27 The proprietors ensure that the leadership and management of the school demonstrate good skills and knowledge and fulfil their responsibilities effectively so that the standards for British Schools Overseas are met consistently, and the wellbeing of pupils is actively promoted. A very large majority of parents agree that the school is governed, led and managed well. Inspection evidence confirms this view.
- 2.28 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

3. Inspection of Educational Quality

Preface

In addition to evaluating whether or not the school met all of the Standards for British Schools Overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on 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;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England.

Key findings

3.1 The quality of the pupils' learning and achievement is excellent.

3.2 The quality of the pupils' personal development is excellent.

Recommendation(s)

3.3 In the context of the excellent outcomes, the school might wish to consider making the following improvements:

- To consistently develop the teaching of higher order thinking skills in order to foster pupils' independent learning skills.

The quality of the pupils' learning and achievement.

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils exhibit excellent knowledge, skills and understanding across a balanced curriculum throughout the school, partly because lessons are underpinned by a specific learning approach that centres around capability. Children in the early years demonstrate excellent understanding and skills across the key primary areas of learning, facilitated by well-resourced and planned lesson provision. Children develop independence and resourcefulness as a result of the effective curriculum and planning in each stage. Adventure time during morning 'free flow' allows the children to explore a rich range of key skills through expressive art and design activities that enable highly effective learning through play. Pupils' attainment is high due to the high expectations that teachers have. For example, in Year 2, pupils make advanced predictions about the properties of materials to explore the bounciness of a ball. In a Year 6 English lesson, all pupils showed that they could follow the success criteria to produce a piece of high-quality persuasive written work to advertise Dubai.

- 3.6 Pupils achieve high standards in both academic and extra-curricular areas of the school, ensuring that the school's aim of encouraging all pupils to develop to their full potential is fulfilled. Pupils throughout the school are proud of what they achieve and speak with passion about their experiences both in and out of the classroom. Pupils' attainment is high in both standardised and external assessments and the level of achievement across the school is excellent. In 2024, 63% of pupils received A* to A at A level and 77% A* to B at IGCSE, an increase of 18% over two years. Those pupils who have SEND demonstrate particularly strong progress in comparison to that of their peers due to the excellent support they receive from knowledgeable specialist staff. Pupils who have SEND in the primary school benefit from a seamless transition to the secondary school as leaders ensure that the staff in the two schools supporting these pupils work closely together to ensure that their needs are met. Most pupils are successful in gaining places of their choice for the next stage of their education, training or employment. Children in the early years make excellent progress as all exceed or are at their expected level due to the expert teaching and staff knowledge of the early learning goals.
- 3.7 Pupils perform well in local sports competitions and benefit from the engagement in the Young Leaders programme and The Duke of Edinburgh's Award scheme (DofE), developing a wide range of skills. There are many individual and group successes that pupils are keen to share, for example, earning second place in the enterprise and commerce competition at Ajman Medical University. Pupils performed highly in mathematics competitions, securing positions in the top 10, and participated in events such as the Model United Nations, where they presented impactful themes to a wide audience. Pupils in Years 2 to 6 achieved well in the 'Rockstars' competition, winning intra-school contests and ranking fifth in the UAE-wide competition. Pupils' accomplishments reflect their outstanding dedication and achievement in a variety of fields. Pupils also perform in a school talent show, as well as achieving high grades for their in-school academic work, projects and exhibitions, such as an exhibition of 3D models, inspired by a visit to a mall where these are on display, and some excellent models of castles from history.
- 3.8 Pupils demonstrate excellent communication skills and have the confidence to speak to large groups of peers, particularly when organising assemblies, which is encouraged by leaders. Year 13 pupils spoke with great pride and eloquence about their work and were articulate in explaining the satisfaction they gained from their achievements. Pupils of all ages are able to express thoughts and feelings freely and with confidence as they feel they are in a safe, close-knit community. Pupils' high-level vocabulary acquisition is evident in their writing and debate, where it is used accurately and effectively. Pupils are extremely articulate individuals. Their writing skills are exemplary, which is particularly notable given that the vast majority are working in a language which is not their first. Many pupils show confidence in communicating their thoughts and ideas to adults and each other. For example, in the Model United Nations club, younger pupils are led by secondary pupils to use their advanced speaking and listening skills to debate world issues.
- 3.9 Pupils express themselves enthusiastically and with assurance and use specific vocabulary relating to the topics under discussion where appropriate. In lessons they show high levels of respect for each other and listen attentively to those who are speaking. Pupils in the primary years are excellent written communicators. For example, they articulated their ideas clearly and confidently during group feedback on the causes of the First World War, using precise vocabulary to share concepts effectively. Communication is an integral part of the study of French and Arabic, where pupils are learning the skills to be able to effectively communicate with native speakers. In the younger years, pupils display high levels of speaking and listening and have opportunities for oracy, which is a strength in this area of learning.
- 3.10 Pupils have excellent numeracy skills. In the younger years, children's excellent numerical knowledge and understanding is developed through learning opportunities such as free-flow adventure time in the mornings. Exploring volume, capacity and place value are examples of this area of learning. Provision for numeracy is well structured across the primary school and pupils make good progress in

this area. They apply their mathematical skills and understanding in other curriculum subjects, for example in science and topic work, exploring weight or taking and recording measurements.

- 3.11 Pupils in the secondary school have excellent numeracy and consistently assimilate and develop their understanding of mathematical methods and knowledge as they move through the school, becoming adept at manipulating equations, both algebraic and numerical. They become comfortable in handling data appropriately, using information and communication technology (ICT) and calculators to support their learning, and meticulously apply these skills in subjects across the curriculum. Sixth-form pupils can insightfully apply their mathematical understanding to real-world situations, extrapolating information to formulate problems, then use numerical, algebraic, geometrical and, for the most able pupils, calculus to solve these. Pupils are thorough and accurate in their presentation of mathematical solutions, displaying effective logical thought.
- 3.12 Pupils' competence in ICT is excellent. Children in the early years develop strong digital skills, effectively using devices in the reading corners. The development of children's ICT competence is fostered effectively with the use of devices as part of planned and resourced continuous provision activities. For example, children absorb themselves in taking pictures of each other whilst learning through play, which can then be evidenced in the exemplary classroom floor books.
- 3.13 Older pupils use ICT within their studies and have an excellent understanding of how to make the most of their skills to support their work. Pupils' research, consolidation of understanding and presentation of work is often based around school intranet sources that pupils use effectively to ensure their learning. Pupils have an increasing appreciation of aesthetics which enhances the variety, and often individuality, of their work and they embrace opportunities to explore topics and improve decision-making skills through their internet choices. Many become highly skilled in their technical understanding of computing.
- 3.14 Pupils develop excellent study skills through the guidance of their teachers. They embrace tasks and learn to build on prior learning. By the end of the primary stage, they can recognise skills identified in the school's learning framework, such as retrieval or analysis, with confidence. Pupils in the secondary section learn appropriate skills for specific tasks, such as analysis of text, as seen in a lesson on *Macbeth*, where pupils analysed the effect of character and motive on outcome. However, in some lessons, opportunities to develop the higher order skills of analysis, hypothesis and synthesis are missed. Pupils gain in confidence through experience, and in the sixth form become more adept at applying their study skills in new situations that challenge their understanding.
- 3.15 Pupils have a highly positive attitude towards their studies and school life. They are focused, applied and enthusiastic. From Nursery to Year 2, pupils take responsibility for leadership in their learning by adopting effective strategies to take the initiative and be independent. This is demonstrated well by their use of an 'incentive tool' chart, where they move their portrait pictures from a rocket up to a star or down to a rain cloud to signify progress. The children are highly enthusiastic about working together, particularly in their physical development activities, when they have fun modelling and making yoga and gymnastic body shapes.
- 3.16 Pupils in the primary school take pride in their work, demonstrate well-embedded collaborative skills and celebrate the achievements of others. In the secondary school, when given the opportunity, pupils take leadership in their learning and look for ways to improve their own work and make contributions to the development of others. In some classes the opportunities were not there for pupils to develop higher order thinking and analysis skills.
- 3.17 There are positive relationships between staff and pupils. Older pupils demonstrated a highly positive attitude towards learning, actively engaging in tasks and displaying initiative and some independence in their work. They participate enthusiastically in group tasks, contributing thoughtfully to class discussions. Pupils show strong focus and concentration, especially when evaluating complex topics. Classes are well organised and there is clear expectation that pupils will work hard and do their best

in order to progress. Pupils are polite, friendly and welcoming and show respect for each other and for their teachers. They are genuinely keen to learn and achieve success, even when the work is very challenging or complex. At such times, pupils redouble their efforts and concentration in order to progress and succeed.

The quality of the pupils' personal development

3.18 The quality of the pupils' personal development is excellent.

- 3.19 Pupils' self-understanding is excellent. From the time they join the school onwards, they develop high levels of self-esteem and a clear understanding of self in relation to their school life and what is expected of them. They are typically confident individuals, who deal with challenges and know how to make progress, improve their work and make the most of their abilities. Pupils appreciate and respond well to their teachers' commitment to their learning and advice about targets and improvement and are well prepared for the next stage of their education. They face challenges with determination and resilience. Pupils are self-disciplined and motivated to succeed.
- 3.20 Pupils develop decision-making skills and act with careful consideration from an early age. They exhibit this in day-to-day decision-making, for example with regard to the level of work they should attempt or which clubs they should join, and later more important decisions, including examination and university choices. They are supported by the tailored advice of their teachers. In the 'girls up' club, for example, senior pupils made decisions about how to advertise a charity fair they were organising. Pupils understand and take responsibility for the fact that the decisions they make now will influence their future options.
- 3.21 Pupils demonstrate excellent spiritual understanding and an appreciation for the non-material aspects of life. They reflect on their own guiding principles, such as kindness and prayer. Pupils consider the significance of practising 'gratitude for happiness' in personal, social, health and economic (PSHE) education and explore the importance of thankfulness and grace in their lives. Their reflections on such matters deepen their appreciation for the philosophical and spiritual dimensions of life. From an early age, children develop a sense of awe and wonder which drives them to be curious. As pupils progress through the school, they develop understanding and can make links across different spiritual belief systems. Pupils' awareness of the environment is fostered by leaders through a range of extra-curricular initiatives such as the eco-garden. Pupils develop an insightful appreciation of ideological and physical challenges such as sustainability, climate change, the sanctity of life, and peace and conflict, fostering a drive to become impactful citizens in the future.
- 3.22 Pupils distinguish right from wrong and most show a clear understanding of the importance of rules and respect for others. In the early years, pupils show a well-developed sense of fair play, whilst the awareness of the need to respect others is ingrained fully and they accept responsibility for their actions. Pupils show high levels of social awareness and responsibility within their year groups and towards younger pupils with whom they have established relationships. They demonstrate respect and kindness towards each other. Senior pupils collaborate effectively, respecting each other's views and creative ideas during paired activities. Pupils are mostly attentive and engaged in tasks, although a small number of pupils display moments of low-level disruptive behaviour. Most pupils exhibit excellent behaviour, listening attentively to their peers and challenging opposing ideas respectfully. Pupils discuss how problems can be resolved through constructive dialogue, as seen in Islamic culture lessons. They consider how faith develops self-confidence, through encouragement from teachers to question their conclusions. For example, pupils are able to explain how they follow British, Islamic and world values and the school code of behaviour, whilst eloquently articulating the consequences of making wrong choices. Pupils demonstrate a strong sense of responsibility for their actions.

- 3.23 Pupils demonstrate outstanding social awareness and teamwork skills. They show excellent cooperation skills when working in paired or small-group tasks. Children work together enthusiastically to achieve common goals in the early years. Pupils in Year 1 work together effectively in drama and public speaking tasks. For example, their common goal of recall and response in the style of a tiger's roar enriched the storytelling of *The Tiger Who Came to Tea*. Older pupils take opportunities to be problem-solvers and endeavour to apply the school's learning skills framework to the tasks in hand. Teachers utilise pupils' ability to collaborate with each other highly successfully in all subjects as part of the teaching methodology. Pupils reflect thoughtfully on the impact of good routines and habits on their wellbeing. Pupils show a strong ability to analyse and synthesise information about the impact of emotions and social behaviours, such as when summarising the initiatives of the Emirates Centre for Happiness Research in PSHE, presenting their findings eloquently to the class. Their ability to work together and engage constructively with each other shows maturity and commitment to achieving common goals.
- 3.24 Pupils demonstrate excellent leadership skills as a result of the range of roles of responsibility that are available to them across the school. Primary pupils become house, environmental and year group leaders and reading ambassadors. They successfully contribute to the school community by organising ecological events, initiating suggestion boxes to gather pupil ideas, and supporting younger pupils with their reading. Secondary pupils are elected to head and deputy head positions as well as house captains. They lead initiatives such as sports competitions and contribute to whole-school events such as 'flag day'. In many cases, individuals choose to volunteer their free time to complete activities. For example, sixth-form pupils create and present a podcast that provides advice on academic subjects and transition tips for younger pupils. Senior pupils with leadership responsibility also designed new uniform jackets for themselves and their peers. Pupils are enthusiastic about contributing to their school community to help enrich the learning environment and experience for all.
- 3.25 Pupils demonstrate a strong respect for and appreciation of diversity. They consistently value the different cultures and backgrounds within their school community and beyond. This is reinforced through posters, assemblies and lessons on the school's core values, which the pupils regularly discuss with their teachers. Primary pupils make 'random acts of kindness' commitments and are rewarded when they enact them. Pupils express the view that everyone should be treated fairly and with care, fostering an environment of unity and acceptance, in line with the school's values and aims. Pupils' attitudes and behaviour embody and demonstrate significant respect for British, Islamic and world values. There are many opportunities for pupils of different nationalities to celebrate their heritage which the pupils engage with fully, often using the opportunity to raise funds for the Red Crescent charity, which supports individual and group projects within the UAE and globally. Pupil leaders role model a clear awareness of others through their interactions, where they show sensitivity and tolerance towards others within the school community. Early years children spontaneously display kindness and appreciation for others whilst demonstrating sensitivity and tolerance during free-flow activity times. Children demonstrate exemplary mutual respect and understanding as they learn through play during continuous provision.
- 3.26 Pupils know how to stay safe in school, in the wider world and online. They demonstrate a strong understanding of how to be physically healthy through exercising regularly and staying hydrated. They are aware of healthy eating habits and feel very well supported by the school to make healthy choices. In PE and PSHE, pupils are taught about the importance of exercise and adequate sleep. Early years children talk confidently and freely about the importance of leading a healthy life, particularly on 'fruit day Fridays'. Excellent arrangements, planning and preparations mean that free-flow lessons allow children to learn how to stay safe and have the freedom to enjoy learning in ways that support them to stay mentally and physically healthy. Pupils show comprehensive awareness of online safety and are acutely aware of the potential dangers of the internet and social media. As a result of regular assemblies, ICT and PSHE lessons about staying safe online, pupils are considered in their internet use.

They talk about cyber-bullying, inappropriate content and the risks of excessive gaming. Pupils have a mature appreciation of the importance of staying well mentally as this is well prioritised and promoted by staff. Secondary pupils strongly participate in wellbeing initiatives such as 'wellbeing Wednesdays' during form time and reflect on their emotional state through activities such as meditation. Pupils of all ages feel comfortable speaking to trusted adults about their wellbeing, ensuring they have the support they need. Pupils are encouraged to balance academic work with after-school activities, promoting a well-balanced lifestyle.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and educational resource areas. The responses of parents, pupils and staff to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

Inspectors

Miss Sue Duff	Reporting inspector
Mrs Jeanette Adams	Team inspector (Former deputy head, IAPS school, UK)
Mr Alan Cooper	Team inspector (Former senior master, HMC school, UK)
Mr Jonathan Eyles	Team inspector (Vice principal, IB world school, Czechia)
Mrs Kate Hurley	Team inspector (Former deputy head, IAPS school, UK)
Mrs Kirsten McLintock	Team inspector (Deputy head, HMC school, Hong Kong)
Mr David Miles	Team inspector (Director of Education, UAE)