



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Dubai Heights Academy**

**Dubai**

**United Arab Emirates**

Date **2nd - 4th February 2026**  
Inspection number **20260202**

Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	3
	3.1 What the school does well	4
	3.2 Points for improvement	4
4	The context of the school	5
	4.1 The British nature of the school	6
5	Standard 1 <b>The quality of education provided by the school</b>	7
	5.1 Curriculum	7
	5.2 Teaching and assessment	9
	5.3 Standards achieved by pupils	10
6	Standard 2 <b>The spiritual, moral, social and cultural development of pupils</b>	11
7	Standard 3 <b>The welfare, health and safety of pupils</b>	11
8	Standard 4 <b>The suitability of the proprietor and staff</b>	12
9	Standard 5 <b>The premises and accommodation</b>	13
10	Standard 6 <b>The provision of information for parents, carers and others</b>	14
11	Standard 7 <b>The school's procedures for handling complaints</b>	15
12	Standard 8 <b>Leadership and management of the school</b>	15

## 1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the schedule for the inspection of British schools overseas as set out in the DfE document, *Standards for British Schools Overseas, 2023*.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on whether schools meet the standards for BSO.

During the inspection:

- Inspectors visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of their work.
- Inspectors also looked at curriculum plans and spoke to leaders about subjects and activities.
- Meetings were held with the principal, senior leaders, staff, pupils and parents.
- The lead inspector met with the proprietor and governors, including the chair.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors checked the school's compliance with the BSO standards.
- Inspectors considered a wide range of information, including policies, the school's self-evaluation, examination results, parent surveys, extra-curricular activities and the school's accommodation and facilities.

The lead inspector was Brian Oppenheim. The team members were Caz Jude, Phil Stewart, Ruth Dollner, and Susan Erikson.

## 2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘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;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (Ofsted).

## 3. Overall effectiveness of the school

The school provides its pupils and students with an outstanding education. The broad and ambitious education is put into practice skilfully by staff who are knowledgeable about their subjects and their pupils. As a result, pupils achieve highly, including those with special educational needs and/or disabilities (SEND) and who speak English and an additional language (EAL). Pupils make strong progress in their learning from their different starting points.

Leaders and all staff ensure that pupils’ personal development goes hand in hand with their academic learning. Pupils’ attitudes are excellent. Their behaviour is exemplary, and they treat everyone with respect, regardless of background or culture. Pupils participate fully in the wide range of extra-curricular activities and events. Pupils leave the school fully prepared for the next stage of their lives.

The school is led very effectively. Senior leaders set high expectations and consistently achieve them. All share their clear vision. Leaders’ expertise and skills have a highly positive impact on the quality of education and pupils’ outcomes.

### 3.1 What the school does well

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

- pupils' achievements, both academic and personal, are very strong;
- robust safeguarding arrangements ensure that pupils are safe and well-cared for;
- a well-designed curriculum is structured effectively so that pupils build their knowledge and skills logically. As a result, their progress over time is very strong;
- pupils' behaviour and attitudes to learning are exemplary;
- high-quality leadership that is focused on pupils' learning and achievement. Senior leaders know the school very well and have identified the right priorities for improvement;
- teaching of reading, which is highly effective. As a result, pupils read with increasing fluency and accuracy;
- high-quality accommodation that contributes extremely well to pupils' wellbeing, health and safety;
- The school promotes pupils' personal development with sensitivity and insight. Pupils are highly respectful of others:
- relationships between pupils and with adults are very positive.

### 3.2 Points for improvement

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

- i. Extend the whole-school data systems to include foundation subjects so that pupils' broader achievement can be evaluated fully.
- ii. Further develop the role of new middle leaders so that they can sustain excellence as the school grows.

#### 4. The context of the school

Full name of school	Dubai Heights Academy				
Address	Al Barsha South, Dubai, United Arab Emirates				
Telephone number/s	+971 4 356 3333				
Website address	<a href="http://www.dubaiheightsacademy.com">www.dubaiheightsacademy.com</a>				
Key email address	principal@dubaiheightsacademy.com				
Headteacher/ principal	Alison Lamb				
Chair of board/ proprietor	James Stearns				
Age range	3 to 18 years				
Total number of pupils	<b>1033</b>	<b>Boys</b>	<b>533</b>	<b>Girls</b>	<b>500</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	257	
	<i>3-5 years</i>	205	<i>17-18 years</i>	32	
	<i>6-11 years</i>	537	<i>18+ years</i>	1	
Total number of part-time children	0				

Dubai Heights Academy (DHA) is an independent, British international day school, located in Al Barsha South, Dubai. The school was founded in 2017, opening with 40 pupils. The school provides education from the Early Years Foundation Stage (EYFS) through to Year 13. Pupils follow the National Curriculum for England in key stages 1 to 3, as well as IGCSEs/GCSEs, AS/A Levels, and BTEC qualifications. The youngest children follow the EYFS Framework. The curriculum is broad and balanced, enriched by arts, sports, and a wide range of other activities.

Since opening, the school has grown significantly and now serves 1033 pupils. The first cohort of pupils took GCSEs in the summer of 2025. In August 2025, the sixth form opened. The school continues to grow. This growth means that only 14% of pupils have been at the school for three or more years.

16% of pupils, the largest cohort, are British. In total, the school population includes 96 different nationalities. Most pupils speak a language other than English at home. 25% of pupils on roll are pupils with SEND. An inclusive approach meets a broad spectrum of pupil needs, including those with severe learning difficulties. A well-established Award Scheme Development and Accreditation Network (ASDAN) programme further supports students with diverse needs, helping them to achieve and flourish.

DHA is an active member of the British Schools of the Middle East (BSME). It is a registered centre for the Universities and Colleges Admissions Service (UCAS), the Duke of Edinburgh's International Award, and the London Academy of Music and Dramatic Art (LAMDA).

## 4.1 British nature of the school

The school's British character is embedded across the school. In all of its work, Britishness is threaded through subjects, assemblies, form time and through the way the school is managed. This is so much more than a series of one-off inputs. For example, schemes of work identify where the content links to the fundamental British values. These fundamental British values are reinforced continually. The school's commitment to British educational values is blended seamlessly with an international outlook. This prepares pupils extremely well for the future.

The curriculum is distinctly British. The school uses British commercial schemes, for example, for early reading, English and mathematics. As a result, the curriculum is at least as ambitious as the national curriculum. It gives pupils all the experiences required by the BSO standards and associated guidance, and much more. In the area of technology, for example, the school offers courses in design and technology as well as food. The partnership with the Massachusetts Institute of Technology (MIT) provides unique support for computing. Art and design courses and drama, including the link with the LAMDA, help develop pupils' creative skills. In science, pupils can study combined science or the three separate science subjects.

There are many examples of this British curriculum. These include international GCSE and A-level examinations and, more recently, UK-based A-levels. To meet the needs of all pupils, leaders have introduced specialist courses through the ASDAN programme and BTEC qualifications. All these courses and qualifications are distinctly British in scope and content.

The way the school is organised also reflects its British nature. For example, most teaching staff are qualified in the UK, and most lessons are taught in English. The senior leadership and the school's board of governors replicate a British school structure. The wide range of policies reflects those required in UK schools.

## 5. *Standard 1*

### The quality of education provided by the school

The quality of education is outstanding and fully meets the standards for BSO.

The school's curriculum is highly ambitious and broad. It closely follows the national curriculum for England but goes further. Pupils' academic and personal knowledge and skills are promoted very effectively. As a result, they understand what it means to be a citizen of the world. Pupils know the fundamental British values of democracy, the rule of law, individual liberty and respect for and tolerance of different cultures and religions.

The curriculum is carefully designed to ensure that pupils learn the basic knowledge and skills they need to tackle more complex work as they move through the school. Each activity or topic is carefully sequenced to build on pupils' previous learning and take them to new heights of academic and personal achievement.

Teachers implement the curriculum with care, thought and an in-depth understanding of their subjects. This includes early reading, right up to A-level courses. Staff use up-to-date research to ensure that teaching methods have the maximum impact on pupils' learning, both academic and personal. As a result, all pupils achieve highly, including those with SEND, and those who speak EAL, and have highly positive attitudes to learning.

## 5.1 Curriculum

The curriculum is outstanding. From the foundation stage to the sixth form, the curriculum is thoroughly designed to ensure it is accessible to all pupils, regardless of their starting points. It is ambitious in its scope and meets the requirements of the BSO standards.

Children in the early years get a strong start to their education. The curriculum is well thought out and sequenced. It fully reflects the requirements of the UK's EYFS framework. The

development of language and communication, including vocabulary, is given the highest priority across the foundation stage. Talk underpins all learning.

The curriculum in Key Stage 1 is carefully designed to support pupils in building on their learning during the early years. In mathematics, for example, the well-established curriculum covers all aspects of number work. The work is carefully sequenced and builds on pupils' early number skills developed in the EYFS. Reading is a very strong focus. The school uses a UK-recognised phonics scheme very successfully and with fidelity, ensuring that pupils learn to read quickly and fluently.

The key stage 2 curriculum is also carefully designed to build progressively on pupils' previous knowledge and skills. It uses this prior learning to reinforce, practise and deepen pupils' knowledge and skills. Activities are adapted to meet the needs of pupils with SEND or EAL, and for those identified as gifted and talented. This ensures inclusive access for all learners.

The key stage 3 curriculum is based on the national curriculum's programmes of study and covers the full range of subjects. The curriculum is coherently sequenced, ensuring that learning is built logically over time.

In key stage 4, the curriculum is based on the UK GCSE examinations, including the ASDAN programme and BTEC Level 1 qualifications. A wide range of academic A levels is available in the sixth form, including BTEC Level 3 qualifications. This broad range of subjects in key stage 4 and the sixth form meets the needs of all learners very well. In science, for example, pupils follow the combined course or the triple science programme. Teachers' expectations are very clear and suitably aspirational. The clarity of purpose and aspirational expectations mean that pupils develop their knowledge and skills very well over time.

Pupils with SEND or who speak EAL follow the same curriculum as their peers. This means they all have the same opportunities to learn and to achieve highly. The curriculum is adapted sensitively to ensure they have the support to reach the same high standards. For example, pupils can complete four BTEC Level 1 qualifications. The intervention programme includes broader life skills opportunities, including work experience days. The skilled inclusion team provides teachers with expert guidance on strategies to support pupils' learning. In addition, the school's intervention programme provides a broad range of therapeutic opportunities, including speech and language therapy; movement, mind and physical therapy (MbodE); occupational therapy; wellbeing and counselling.

The school's work to broaden the taught curriculum is first-rate. The wide range of opportunities and enhancements, from sports and the Duke of Edinburgh's International Award to music and drama with the LAMDA, all extend the formal curriculum very well. Initiatives such as the unique MIT partnership for all pupils in year 2 and above take this enhancement even further. They most effectively develop pupils' wider interests and increase their confidence. In secondary and the sixth form, careers education is woven through the curriculum and includes links with universities and local industry. The 'Future

Ready' programme includes a wide range of topics such as financial literacy and writing a CV, thus preparing pupils well for the next stage of their lives. Pupils with SEND have opportunities to broaden their skills through work experience.

## 5.2 Teaching and assessment

Teaching and learning are outstanding. The curriculum is implemented extremely well. As a result, pupils achieve high standards. Teaching is consistently strong. Practitioners use appropriate methodologies and pedagogy to ensure all pupils, including those with SEND, and those who speak EAL, make strong progress from their starting points across all phases. For example, in key stages 1 and 2, teachers routinely reinforce learning from previous lessons. This helps to ensure that pupils remember prior learning and can deepen their knowledge and skills securely as they move up the school.

Teachers use recent and relevant research thoughtfully to ensure that teaching methods have maximum impact on pupils' learning. They use a range of techniques and approaches that help pupils deepen their learning over time very successfully. For example, teachers use questioning effectively to identify misconceptions and learning gaps accurately. High-quality interventions close these gaps swiftly so that pupils do not fall behind and can keep up with their learning.

Teachers and practitioners in the early years are highly skilled, with excellent subject knowledge and a strong understanding of how children learn. Their knowledge of phonics and early reading is excellent. The impact of this is clear to see. Children progress well through the synthetic phonics programme, becoming increasingly fluent and accurate.

The teaching of language and numeracy in the early years is highly effective. Staff ensure that children learn the foundational skills they need to move successfully into the primary years. The development of language and communication, including vocabulary, is given the highest priority. Talk underpins all learning. Practitioners are skilled in helping children to articulate what they are discovering through their play in continuous provision. Children have exposure to high-quality literature such as *The Hungry Caterpillar*. Practitioners make sure they apply children's prior knowledge when discussing texts, for example, by counting the fruits the caterpillar eats.

In secondary and in the sixth form, as in primary, teachers build on pupils' prior knowledge as a deliberate part of their practice. For example, all lessons begin with a review of previous learning and clearly set out what is to be covered next. This helps pupils to remember what they have learned previously and link it to new learning. As a result, pupils learn to make connections between separate pieces of content knowledge. For example, in history, ideas about propaganda link the study of different events across the ages, such as Medieval Britain and the Great Fire of London.

Assessment is used effectively to track pupils' progress. This includes ongoing informal assessment during lessons and end-of-unit tests. This allows teachers to adapt their teaching to ensure that pupils' knowledge and skills are secure before moving on to the next topic.

Pupils with SEND and those who speak EAL are extremely well supported, enabling them to achieve as well as their peers. Pupils who need additional help are identified swiftly by specialist staff who work closely with parents to devise a programme of support. The staff's expertise and knowledge of pupils ensure that support for their learning is well-targeted and reviewed regularly. Pupils benefit from individual in-class and withdrawal support. However, the support goes well beyond academic support. Staff are particularly adept at developing pupils' personal and social skills. They use a variety of approaches to help pupils overcome barriers to learning. This includes the opportunity for pupils to take 'time out' with the tortoises, which enables pupils with sensory needs to manage their emotions and overcome barriers to learning. This focus on pupils' personal development, alongside and in harmony with their academic learning, is one of the reasons why all pupils achieve so well.

### 5.3 Standards achieved by pupils

Pupils' achievements are outstanding.

Overall, pupils achieve extremely well. External data shows that pupils make strong progress from their different starting points to reach high standards in externally verified tests and examinations. By the end of key stage 2, for example, pupils achieve very well when compared with other schools, internationally and in the UK. This excellence is evident in impressive IGCSE examination results that are well above the British average. For example, more pupils achieve higher examination grades than in England.

Work in books confirms these high standards of achievement. It shows that pupils are learning the carefully planned curriculum in a structured and sequenced way. Work is built logically over time so that pupils not only cover the content but also progressively deepen their knowledge. For the most part, pupils present their work clearly. This indicates their commitment to their work and eagerness to do their best. They rise to the high expectations set by teachers.

The high priority given to reading means that pupils become increasingly accurate and fluent readers as they move through the school. For example, pupils have dedicated form reading sessions, and there is daily reading in secondary school. Pupils quickly progress from learning to read to reading to learn across the broad range of subjects taught. This focus on reading means that pupils can access the full curriculum. This is a key reason for the high levels of achievement across the school.

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

The school's provision for the spiritual, moral, social and cultural development of pupils is outstanding. It meets the BSO standards for this part.

Leaders are highly successful in creating an extremely positive school environment in which all are valued. This helps ensure that pupils can take full advantage of the range of opportunities the school provides and develop both their academic and personal skills effectively.

Pupils' behaviour is exemplary. Positive relationships underpin learning across the school. Pupils' attitudes to learning are highly positive. They are polite. Routines and expectations are clear and rooted firmly in the school's day-to-day work. As a result, pupils are safe, nurtured and well cared for.

Pupils contribute meaningfully to the school's positive ethos. For example, pupils act as ambassadors, helping others develop positive attitudes. They support others willingly and understand the school's positive approach to managing behaviour.

Pupils have a very strong understanding of the fundamental British values and talk about this knowledgeably. For example, some spoke about debating whether 16-year-olds should have the vote. They treat others with a high degree of respect and show tolerance of different views. Pupils' strong moral code holds them in good standing for the future. Their understanding of right and wrong is highly developed, as is their sense of fairness, justice and equality. Pupils make a strong contribution to the school's inclusive and welcoming ethos.

The range of enrichment activities provided by the school, from sports and the Duke of Edinburgh's International Award to music and drama, all extend the formal curriculum very well. The school also offers invitation-only enrichment activities for pupils identified as gifted and talented. With over 120 well-attended activities, pupils get excellent opportunities to broaden their understanding of the wider world, develop their self-confidence and learn about citizenship in both the host country and the UK.

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

The provision for the welfare, health and safety of pupils is outstanding and meets the BSO standards for this part.

The school's detailed behaviour policy sets out the highest of expectations. It is firmly based on the school's promise to respect everyone's rights and emphasises the importance of reinforcing pupils' good behaviour. There is detailed information on how behaviour is managed in each section of the school and on the consequences of misbehaviour. The policy is applied consistently and effectively. As a result, behaviour is exemplary across the school. Pupils behave with the utmost care and respect for others. Incidents of poor behaviour are rare, as are those of bullying.

There is a very strong culture of safeguarding within the school, supported by robust procedures and policies. There is a proactive and vigilant culture surrounding safeguarding and welfare. The school ensures that all staff receive effective and frequent training to stay up-to-date with current safeguarding responsibilities. This training is followed up carefully with regular staff and team meetings. This, together with the school's effective systems for recording safeguarding concerns, helps to ensure that any concerns are identified quickly and dealt with effectively.

Incidents related to pupils' welfare, behaviour and mental health are recorded thoroughly. Staff have a full and comprehensive picture of pupils' needs. This enables the school to identify accurately those who may need early help or other support. This information is analysed and used to inform professional development and specialist interventions, for example, speech and language therapy. Pupils at all stages know who to ask for help. They report feeling safe, valued, and respected. Inspectors agree. Pupils are safe, well cared for and valued, enabling them to focus on their learning.

Attendance is well above the average for England. Leaders monitor attendance rigorously. Leaders know there are barriers to attendance, but are tackling them successfully by working closely with parents. Attendance and admission registers are meticulously maintained. This allows leaders to identify attendance patterns and address concerns quickly. Policies related to pupils' welfare, health and safety are clear and detailed. This includes a digital technology policy addressing online safety and acceptable use. The health and safety policy covers the full range of issues. Compliance is monitored thoroughly, and any concerns are remediated swiftly.

The school's fire safety procedures and policy are equally robust. Fire alarm and extinguisher checks are up to date and regular. Risk assessments are thorough and identify action taken to rectify any issues.

## **8. Standard 4**

### **The suitability of the proprietor and staff**

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

The procedures to ensure the suitability of staff appointed to the school are detailed and thorough. The school maintains its single central record (SCR) extremely well, in a way that fully complies with the BSO standards and guidance. Meticulous vetting checks are carried out before staff are appointed. All staff are required to provide evidence of police checks, proof of identity, a health declaration and the right to work in the UAE. All the required information is recorded on the SCR, including for supply staff and volunteers. The SCR is readily available for scrutiny. This shows that all the vetting checks are carried out with an eye to detail.

The safer recruitment procedures are similarly robust and contribute much to the school's strong safeguarding culture. Training is comprehensive and up-to-date. Leaders are scrupulous about ensuring that at least two, and usually three, references are required and that these are genuine. They are highly vigilant. This helps to ensure that pupils are kept safe.

## 9. *Standard 5* The premises and accommodation

The school's premises and accommodation meet the BSO standard.

The school's accommodation is excellent. It provides a physical environment of the highest quality and significantly contributes to the school's extremely positive ethos. There is strong attention to detail in all areas of the school, from the spaces that support pupils' wellbeing to the careful way rooms are designed, furnished and decorated. Separate, high-quality facilities are available for pupils with disabilities. Ramps and lifts in appropriate locations across the site ensure full accessibility for all. Circulation areas are generous, helping pupils move around calmly.

Heating, lighting and ventilation are all very well considered. Rooms are spacious and more than cater for the number of pupils. Medical rooms are of high quality and equipped with water and toilets. The partnership with a British hospital allows the school to provide high-quality medical care. There are separate toilet facilities for boys and girls and suitable changing accommodation for older pupils.

Outdoor space is more than sufficient for pupils to play outside and for physical education (PE). For example, the accommodation includes a large outdoor football pitch, three sports halls, three swimming pools, one of which is an indoor pool for the early years and primary pupils. The range of fixed outside play equipment for primary pupils and various spaces for relaxing all add to the strong ethos of calm, care and respect. The sensory and one-to-one teaching rooms support pupils with SEND very well, including their social and emotional development.

The new secondary building provides well-equipped specialist facilities. The common areas on the ground floor provide pupils with spaces to socialise, work together, and serve as break-out areas. Again, the quality of these areas contributes very significantly to the school's highly positive ethos. Classrooms are well-appointed, including for practical subjects such as science, PE, design and technology, and art. These facilities support the broad and ambitious curriculum very effectively.

The premises are maintained to a very high standard. Cleaning is efficient and effective. This is one reason the premises contribute so much to the school's positive learning environment.

## 10. *Standard 6*

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO. As with other aspects of the school's work, the provision of information is of high quality.

The school's website is well-designed, easy to access, and provides the full range of information and policies. This includes policies for safeguarding, behaviour, the curriculum, health and safety, complaints, admissions, SEND and first aid. The website includes the school's contact details and the name of the chair of the board. The names of leaders are available, as is information about how to contact the school.

Communication between home and school is strong, consistent and clear. Senior leaders are highly visible at the school gates each day, fostering regular informal engagement with families. This is supported by structured communication, including weekly newsletters, primary letters of the week and secondary curriculum websites.

All parents receive regular termly academic reports, alongside opportunities for discussion through Parent-Student-Teacher meetings. Communication with parents of pupils with SEND and EAL needs includes bespoke Learning Journeys and EAL reports, as well as regular individual education plans (IEPs) and EAL review meetings. This ensures parents are fully informed and actively involved in discussing their child's progress, priorities and next steps.

Digital platforms provide ongoing insight into pupils' learning. Regular parent workshops and open access to staff via email further support a transparent, collaborative partnership. Parents report feeling well-informed about their child's academic progress and attainment, as well as all general matters relating to school life.

## 11. *Standard 7*

### The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a clear, well-structured complaints policy. It is reviewed annually and published on the school's website. The policy outlines defined stages, responsibilities and timescales. Parents are encouraged to raise any issues initially with their child's form tutor or the relevant head of key stage or year group leader. This informal approach is highly effective, with most concerns resolved quickly. Where necessary, matters are escalated to members of the leadership team through a formal complaints process.

Should a complaint progress to a formal panel hearing, the school ensures that at least one panel member is independent of the school's management. Parents are invited to attend and may be accompanied if they wish. All complaints and related communications are carefully recorded and monitored using a secure digital system, supporting oversight and continuous improvement.

In addition, senior leaders are visible and accessible at the school gates each morning and afternoon, providing opportunities to raise and address immediate concerns.

Complaints involving external agencies, such as the Knowledge and Human Development Authority (KHDA) or the police, are handled in full cooperation with the relevant authorities and, where appropriate, the governing board.

## 12. *Standard 8*

### Leadership and management of the school

The school's leadership and management are outstanding. The BSO standards for this part are fully met.

The proprietor, senior leaders and governors are highly ambitious for the school and its pupils. Leaders have created a culture in which everyone is supported in achieving their potential. They lead the school with passion, determination and a commitment to provide the best education possible for all pupils. Governors support and hold leaders to account in equal measure. They have an accurate understanding of the school's priorities and use these expertly to guide developments.

Leaders at all levels also have an in-depth knowledge of the school's strengths and challenges. This has enabled them to identify the right priorities for improvement in their phase or subject. Senior leaders are highly effective in communicating priorities to staff. They monitor

the school's work thoroughly and accurately identify what staff need to do to improve provision across all phases.

One of the school's biggest challenges is maintaining the high quality of provision and the community feel as it grows. Over the past year, for example, the school has nearly tripled in size, and there are now over 1,000 pupils on roll. Despite this increase, leaders have sustained the school's positive ethos, the high-quality of care, and high standards of achievement. This illustrates leaders' capacity to manage change successfully.

Leaders work together very effectively. They have a clear vision that is shared by all who work in the school. They are aspirational for the school and its pupils. Staff are proud to work at the school and feel well supported by leaders. For example, staff are encouraged to develop their expertise through an extensive professional development programme, including British national professional qualifications.

Typically, middle leaders provide strong leadership to their phase or subject. In some cases, those new to the role are still developing their leadership expertise. A few feel that they are not given enough time to fulfil their role as effectively as they would like. Leaders have already identified the scope to develop the role of middle leaders further so that, as the school continues to grow, excellence can be sustained.

Procedures for checking pupils' achievements and tracking their progress are rigorous. Leaders use a wide range of data to provide insights into pupils' performance. They analyse this data with a careful eye for detail. This enables leaders to identify patterns and trends, and take appropriate action to maintain pupils' already strong outcomes. Leaders are fully aware that there is less data about pupils' performance in the foundation subjects than in English, mathematics and science. They have rightly prioritised the need to extend the data range further so that pupils' broad achievement can be fully evaluated.