



**British School
Overseas**
Inspected by Penta International

Inspection report

Cranleigh Abu Dhabi

Abu Dhabi
United Arab Emirates

Date **22nd -24th April 2024**
Inspection number **20240422**

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1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

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

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 125 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons and discussions were held with Aldar Education, Cranleigh UK, school staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Simon Sharron. The team members were Sarah Bennett, Daniel Noel-Roberts, Sean Sibley and Daniela Vasile.

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

Cranleigh Abu Dhabi provides an exceptionally high level of education because it works unrelentingly to ensure that students have the optimal conditions to progress academically and enjoy an effective all-round holistic education which prepares them successfully for the next stage in their lives.

3.1 What the school does well

There are many strengths at the school, including the:

- leadership and management;
- overall quality of education across Pre-Prep, Prep and senior school;
- excellent teaching and pastoral care lead over time to excellent standards;
- performance management and professional development of all staff;
- curriculum pathways, stretching the most able and supporting less academic able;
- careers guidance;
- quality and variety of ECAs;
- bespoke assessment dashboard;
- spiritual, moral, social and cultural development of the students;
- inclusive ethos of the school, also reflected in an adapted curriculum for some children;
- welfare, health and safety of the students and all stakeholders using the school premises - it is a caring, compassionate school;
- facilities and resources, which are exceptional.

3.2 Points for improvement

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

1. Improve an already impressive main school campus by:
 - a. increasing outdoor shading;
 - b. reinforcing perimeter security;
 - c. refurbishing the science laboratories in the senior school;
 - d. repurposing the space in the Prep building vacated by the Pre-Prep school.

2. Develop further the support for students by
 - a. the more effective deployment of teaching assistants in Prep and Pre-Prep;
 - b. ensuring greater consistency in written feedback and students' responses to it.

3. Develop greater consistency in routines for learning across all Pre-Prep lessons.

4. The context of the school

Full name of school	Cranleigh Abu Dhabi				
Address	Saadiyat Island, Near Manarat Al Saadiyat - Abu Dhabi				
Telephone Number/s	+971 2 497 0000				
Website Address	https://www.cranleigh.ae/				
Key Email Address	reception-dept@cranleigh.ae				
Headteacher/Principal	Ms Tracy Crowder- Cloe				
Chair of board/Proprietor	Monica Fisher, Cranleigh UK (Chair) Mr Stephen Sharples, Aldar Education (Aldar Education)				
Age Range	3-18 years				
Total number of pupils	2,010	Boys	1,001	Girls	1,009
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	744	
	<i>3-5 years</i>	454	<i>17-18 years</i>	64	
	<i>6-11 years</i>	748	<i>18+ years</i>	0	
Total number of part-time children	0				

Cranleigh Abu Dhabi is based in the cultural district of Saadiyat Island in Abu Dhabi, the capital of the United Arab Emirates. The school is neighboured by many prestigious cultural places of interest. It is an established school having opened in 2014. Over the past five years the school has experienced a significant increase in the student population growing by 77% in five years from 1140 students in 2018 to 2017 students in 2023. Owing to this rapid expansion, its Pre-Prep (EYFS and KS1) classes moved in January 2024 into a new purpose-built campus a short distance from the main school. A recent inspection by the Abu Dhabi Department of Education and Knowledge (ADEK) rated the school as outstanding.

A week before this BSO inspection, the school was closed for several days due to massive rainstorms and flooding.

4.1 British nature of the school

- A full UK curriculum across the whole school supported by British curricular resources;
- Accredited as an exam centre by several UK examination boards;
- Cranleigh Abu Dhabi upholds the ethos of its sister school in the UK;
- The academic organisation and leadership structure of the school mirrors that of a UK independent school;
- The British emphasis on holistic education;
- Promotion of British educational and societal values;
- The school is inclusive and offers vocational pathways with BTEC courses and opportunities for work experience;
- Experience of British democratic traditions is provided through many opportunities for student leadership;
- Multicultural artistic expression and performance;
- A strong pastoral system with a traditional UK house system;
- A vibrant range of extracurricular activities including the Duke of Edinburgh International Award;
- Inter-school sports fixtures and competitions;
- Almost all teachers are UK qualified;
- Professional development programmes such as the NPQ qualifications are delivered by UK based organisations;
- Half of the school's students transition to UK universities for a British tertiary education experience;
- Careers education includes visits from UK higher educational institutions such as Imperial, University of London and the University of Cambridge.

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

The quality of education provided is outstanding because the formal and informal curriculum fully meet the needs of all of its students and because consistently good teaching and assessment, orchestrated by a highly skilled and motivated staff group, ensure students' academic success and personal development.

5.1 Curriculum

The curriculum is excellent and fully meets the BSO standard. This is because of its exciting breadth and balance, its inclusiveness, innovation and constant renewal to meet the changing needs of all its students. There is a detailed written curriculum policy and the school website hosts extensive information on the school's educational philosophy and programmes of study that span the content of the British curriculum and the learning requirements of the UAE Ministry of Education (MOE) by way of Arabic and Islamic and Social Studies.

The UK curriculum for the youngest children is based on the EYFS framework. In Key Stages 1 to 4, the curriculum follows the English National Curriculum. Level 2 and 3 qualifications consist mainly of IGCSEs, A levels and BTEC.

Cranleigh Abu Dhabi refers to EYFS and KS1 as its Pre-Prep school, while its Prep School consists of Years 3 to 8. The Senior School consists of Years 9-16 and the Sixth Form has students aged 16-18 years.

In the Pre-Prep and Prep schools, lessons of English, Arabic, mathematics and science lay strong foundations for later proficiency in literacy, numeracy and scientific method. These are complemented by a rich creative curriculum, wherein students explore a variety of transdisciplinary themes that provide the knowledge and skills enshrined in the foundation subjects of the English National Curriculum. Throughout Key Stages 1 and 2, lesson planning is carried out collaboratively within each year group, ensuring consistency and optimising the expertise of teaching staff. Curriculum coordinated planning across year groups ensures that there is unified coverage of the core subject and transdisciplinary themes and coherent progression within these. In Year 5, for example, the theme of "The Greek Period" was observed in classes across many disciplines. Recent reviews and the development of the curriculum saw the introduction of a structured phonics programme in the Pre-Prep school. The school has built on the concept of free-flow play in EYFS, successfully balancing direct instruction with inquiry-based learning, a model that is also embedded in KS1.

In the Prep School, students are taught in mixed ability classes, except for English, Mathematics, Science, Modern Languages and PE, where they are divided into ability sets. These are reviewed, principally, at the beginning of each school year.

In the Prep and Senior school, students study the full range of English National Curriculum core and foundation subjects. A Personal Social Health and Moral (PSHME) programme supports all students through the challenges of adolescence. Creative and performing arts including art, design technology, drama and dance, are a strength of the curriculum. In English, mathematics and science. the school's setting arrangement has provided for intervention/nurture groups to support students with their literacy and numeracy.

Innovatively, from Year 9 to Year 13, a 'Core Curriculum' lesson is introduced that teaches students about global citizenship issues, as well as careers education. KS3 students have the opportunity to complete an Independent Project Qualification (IPQ) offering students the opportunity to produce a researched written report on a topic of their own choice, learning how to plan, resource, complete and evaluate their own work. In KS4, students complete the Level 2 Higher Project Qualification (HPQ) and in KS5, the Level 3 Extended Project Qualification EPQ. Student feedback is very positive about the independent learning skills they develop in studying for these qualifications.

From Year 10, there are a wide range of pathways for students. These include a broad range of iGCSE subjects as well as BTEC qualifications. In KS5, there is an impressive range of options for the current post-16 cohort, including an exciting BTEC in engineering. This course includes work placements in local engineering firms and is often studied by high ability students in order to provide additional challenge alongside a traditional A Level pathway. The school is planning the introduction of BTEC courses in physical education for students who would benefit from these courses. The school has created bespoke pathways for those students with complex needs, such as introducing Photography GCSE. The school also ensures the curriculum meets the needs of high academic achievers. For example, there is an accelerated early entry option for native language speakers, while in Mathematics, high ability students sit their GCSE in Year 10, before studying GCSE Further Mathematics in Year 11. The variety of post-16 pathways and the 'Sixth Form Core Curriculum' offering excellent careers guidance opens up access to UK, local and world universities.

An impressive range of co-curricular activities are offered to students throughout the school. The 'Cranleigh Enrichment Portfolio' has been developed for pupils in Years 3 - 13. Pupils who enrol in a range of activities each term can build up an individual skills profile to log their development across KS3, KS4 and KS5. These are both varied and attractive, as they include a range of sports, performing and creative arts as well as academic interventions. Students, who are expected to attend at least one ECA

each week, speak positively about the positive impact this has on their wider personal development. Visiting speakers and offsite trips, including international residential visits, are common in the senior school and further enrich the student experience.

5.2 Teaching and assessment

Teaching and assessment at Cranleigh Abu Dhabi is outstanding and fully meets the BSO standard. The vast majority of lessons observed during the inspection were good or better and a high number were excellent.

In the Pre-Prep school, continuous provision throughout the early years is well planned and structured enabling children to learn with their own individual interests and needs in a variety of environments. The cleverly resourced central areas provide a free flow system between classrooms which are well supervised by staff who support without inhibiting. The areas are zoned according to the 7 areas of the early years profile. Routines are well established and children are independent in their learning.

Children are assessed against the early learning goals of the EYFS Framework and the KS1 National Curriculum. Observations are documented and shared with parents on See-saw. Parents are regularly informed on their child's progress and attainment through concise written reports (3 a year) and formal meetings bi-annually but the open-door morning drop offs and pick-ups allow parents to communicate with teachers on a daily basis.

Most phonics lessons observed were outstanding and clearly followed the expectations of RWI. In a magical FS1 lesson focused on the sound 'p', a child called 'Mr Walt', emerged dressed as a pirate from the bathroom, to lead the children on the ship to sort the objects from the treasure chest that begin with the 'p' sound. In less successful lessons, the story would not be clearly modelled to the children first. There were occasional inconsistencies evident in books when teaching the letter formation of the sounds.

In the well-resourced outdoor area, the activities allow the children to develop physically, creatively and socially. Questioning by the staff allowed the children to think for themselves, be critical and take risks.

Most teachers praised and rewarded children with stickers and house points and referred to children modelling exemplary behaviour in the classrooms. Occasionally, children were less focussed and more fidgety. However, students were continually polite and well-mannered throughout the Pre-Prep.

In many of the lessons observed in Pre-Prep, there was excellent use of questioning. Teachers and assistants used a variety of strategies to engage students, deepen understanding and promote critical thinking. In one observed Year 2 science lesson, the teacher encouraged creativity and exploration by asking questions that had multiple possible answers or interpretations. She tailored questions about fair testing during an investigation which involved changing the height of a zip wire to

investigate the speed and distance travelled of an object to students' individual needs and abilities, providing appropriate challenge and support for all learners. The more able students had to set up their own recording sheets whilst the less able students were given a pre-populated record sheet. Indeed, the best lessons had this level of challenge.

Within the Prep School, the best lessons were marked by evidence of careful planning, challenges on multiple levels and intentional and explicit development of the 'Cranleigh Skills' which include creativity, risk-taking, entrepreneurship, critical thinking, problem-solving and independence. In an effective Year 3 Mathematics lesson, students investigated the perimeter of a shape through measuring. The teacher prompted deeper thinking by advancing the class towards reasoning and calculating (for example, for regular polygons). She used well-rehearsed routines to secure the class's attention and to enable them to explain their thinking. A significant number of students worked beyond their age level in this lesson.

In some lessons success criteria were shared with students and in a few lessons they were co-constructed. Students show high levels of commitment to their learning, independence and agency. They respectfully negotiate roles within a group and support each other. In Year 7 humanities, students showed their ability to collaborate as a group, actively encouraging each other to participate in the task set. In Year 8 English lessons students were seen completing their Independent Schools Exam Board Project Qualification (iPQ), confidently presenting their research to their peers and receiving constructive feedback on how they can further improve from their classmates. Students were observed working at their own pace on different tasks, according to their level. When prompted to choose, they aimed nearly always for the most challenging tasks.

Students make good progress throughout lessons. Their progress over time is clearly seen in students' books. In the vast majority of instances across primary, marking is of a high quality but there is little evidence of students responding to marking.

The use of the school's specialist science rooms enhances the scientific learning in the Prep School for these older primary aged students. In one effective Year 5 lesson, students were tasked to create a 'planet friendly burger'. The students used a progress tracker to map and log their learning; they researched the ingredients independently via their iPads and differentiation was afforded by different tasks entitled 'Try me', 'Stretch me', 'Challenge me'.

Where learning was less effective, teachers set low level lesson objectives and the 'stretch' activities were not so evident. Students who completed the initial core tasks waited for others to finish. Teaching assistants clearly needed the confidence and prompting to be more proactive and involved.

For SEND students, detailed individual education plans are provided, but in a small minority of lessons these plans are not fully utilised by teachers to provide appropriate levels of support.

In the Senior School (Years 9-13), the exceptionally high quality of teaching and assessment is underpinned by the mutual trust and respect. In a Year 11 Further Maths lesson, the trust relationship between teachers and students meant students felt comfortable taking risks and seeking out support where they had concerns. In almost all lessons, teachers reinforced positive student learning behaviours with praise.

Across the vast majority of lessons, teachers have access to a range of academic and pastoral data about their students. In the most effective lessons, teachers use this data to know their classes well and effectively adapt their teaching to meet the needs of individuals and groups of students. For example, in a Year 10 History lesson, the teacher used assessment information to effectively group students by their current working levels. This allowed the most able students to work collaboratively to analyse source material, while another group worked closely with scaffolded support from the teacher. In a Year 11 Maths lesson, the teacher had used assessment for learning tools to identify appropriate revision activities for groups of students and individuals to complete or improve their exam preparedness.

In the best lessons the teacher's expert subject knowledge and pedagogical skills are clearly the ingredients of high quality learning. This was particularly the case in a Year 13 English A Level revision lesson where the teacher insisted that students phrased their responses in subject specific vocabulary. "I'd like to see language analysis in terms of lexis and semantics."

Students' grades were closely linked to exam mark scheme criteria, which facilitated self-assessment and self-improvement. Across a range of subjects, teachers provide a wealth of written and verbal feedback to students. In these very good lessons, this is highly personalised and specific to exam board requirements. Students were acutely aware of their strengths and areas for improvement and used feedback from their teacher and their peers to move their learning forward.

Where teaching was less effective, support was not always sufficient to maximise students' progress.

5.3 Standards achieved by pupils

The standards achieved by students fully meet the requirements for BSO. students' progress and attainment are outstanding.

The academic outcomes achieved by Cranleigh Abu Dhabi students in all phases of their schooling are consistently above UK and international comparable averages. Although the vast majority of the current Year 2 children are users of English as an additional language, the average pass rate of 81% in their Year 1 phonic screening test in 2023 exceeded the average UK pass rate of 79% in 2023. High phonics standards have been embedded and enable good early reading and writing skills across the year groups. Although standards in mathematics are high in the Pre-Prep School, the planned introduction of a new numeracy scheme is likely to raise them even higher.

Internationally standardised progress tests across all subjects in Key Stages 1-4 reveal student outcomes that are significantly above UK averages and often in excess of those achieved by students in comparable international and UK independent schools. At IGCSE, A Level and BTEC, the achievement is impressively similar with Cranleigh Abu Dhabi candidates attaining on average significantly higher examination success than counterparts across the UK, including the private independent sector.

In 2023, 52% of students achieved grade 8/9 in their i/GCSE exams, with 72% receiving grades 7-9. This is significantly higher than the UK average of 22.7% attaining 7-9 and the UK independent school average of 46.6%. For A Level, 44% of students attained A*-A, with 90% achieving grades A*-C, while BTEC results reveal a 100% pass rate with 73% of the cohort awarded a Distinction + to Merit, a success that significantly outperforms all Pearson centres worldwide. Very similar exceptional IGCSE and A Level attainment results are recorded for 2021 and 2022.

In KS3, students sit externally benchmarked GL Progress Tests in English, Maths and Science. In these assessments, students attain significantly higher than the UK and international averages. Students in Year 9/10 sat PISA assessments in 2022, and the school average of 571.7 is significantly above the UK average of 494, as well as higher than the highest ranked country Singapore average of 559.6.

Academic progress throughout KS3, KS4 and KS5 is also impressive. The school uses internal assessments to track individual and group progress across all subjects. The school's internal data indicates students make very strong progress from their relative starting points, with no significant differences in the progress made by different groups of students. This is triangulated in external measures of progress. For example, the value added score for all i/GCSE subjects combined is +1.95, which is well above UK and international averages. Furthermore, students' progress in GL Progress Tests is significantly higher than UK averages.

These excellent academic standards ensure that students can successfully apply for university places worldwide. Study destinations include the United Kingdom, America, Canada, Australia, Netherlands, Ireland and the UAE, amongst others.

Across the school, attendance is excellent at 96.9%. Robust procedures are in place to address any instances of unauthorised absence and to challenge the small minority of students with poor attendance. It is notable that the attendance of SEND students is higher than their peers, which is further evidence of the success of the schools' inclusive ethos.

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

The spiritual, moral, social and cultural (SMSC) education of the students at Cranleigh is outstanding and fully meets the BSO standards. It is a key strength of the school.

Students' social, moral, spiritual and cultural development is nurtured through a combination of themed assemblies, a planned PSHE programme, a wide variety of extra curricular activities and the formal and informal curriculum as they move through the school.

Spirituality is developed in lessons, assemblies and through community service. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them. The school enables students to develop their self-confidence, self-esteem and self-knowledge effectively. The annual Mindfulness Programme in March supports students with stress reduction in exam preparation. In the Pre-Prep school, there are 'zones of regulation' that include 'calm corners' in each classroom.

Students have a clear understanding of what is expected of them in terms of their behaviour and moral development. The school effectively enables and encourages students to distinguish right from wrong. They foster and enhance a feeling of togetherness and 'family'. During the inspection not one instance of inappropriate behaviour was observed. Students are rewarded with certificates and awards for demonstrating the Cranleigh values such as respect and integrity.

The school has taken every care to provide each student with an opportunity to find something they can excel at through a sense of purpose and belonging. All students are supported through well managed, robust pastoral and school administration systems.

Cranleigh teachers model excellent relationships. As a result, students are respectful, considerate and compassionate towards each other. They are enthusiastic in lessons, collaborate and contribute politely. The students enjoy school and say they like their lessons and their teachers. It was evident that students and staff enjoy a rapport and have a shared sense of humour which contributes to a shared appreciation of classes and school.

Students are encouraged to contribute to the local and wider community. They are able to do this through the different student committees where they organise charity events and celebrations. There is a well-developed programme of community service and social responsibility with links to different charities such as Operation Smile, Make a Wish. During 'Kindness Week' students organise fundraising events to support the school's ancillary and support staff. This includes hosting a cricket match and a Cranleigh Music festival which was attended by thousands of visitors and was a great success. The school recognises the social achievements of their students in numerous ways such as the 'Shining Star' awards which

include awards for displaying Integrity and postcards of praise being sent home to Pre-Prep students.

Students learn and appreciate the UAE culture, traditions and heritage that surround them in everyday life. Staff incorporate the UAE's cultural background into lessons and this can be particularly reflected in the humanities programmes. The British curriculum ensures that key British values also permeate the school. Whilst there is evidence of the school promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different beliefs, the school could potentially do more to make them more visible around the school site. Overall, the school succeeds in harnessing the binary cultural influences of a British and UAE curriculum to foster a strong culture of tolerance and respect and an understanding of the importance of national values. Focus groups of students identified the cultural diversity and tolerance that permeates the school as significant strengths. Students demonstrated their school values well which include respect, collaboration, responsibility, adaptability, kindness and empathy. These were evident in both our formal and informal meetings with students.

School councils, Majlis representing the voice of Emirati students, Heads of School, House Captains, Committee Leads are just some examples of opportunities for leadership. Students plan and deliver assemblies in addition to planning whole school events.

As students progress through the school, students' rich curriculum and co-curricular experiences help to both broaden and deepen their understanding of the responsibilities of citizenship not only in Abu Dhabi but globally too. This was seen with their Duke of Edinburgh International Award programme, their Junior Duke International Award in years 2 to 8 as well as their trips to Sri Lanka and Kenya where the students volunteer in local schools and older students' involvement in Model United Nations or events organised by the International Renewable Energy Agency (IRENA).

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

The provision for welfare, health and safety of the students at Cranleigh Abu Dhabi is outstanding and fully meets the BSO standards.

All staff contribute to the day-to-day welfare, health and safety of the students. Students feel safe, listened to, cared for and valued. Students enthusiastically agreed when one commented that “I feel like I belong in this school’. A safe, caring culture and ethos permeates the campus.

There is a comprehensive safeguarding and child protection policy which draws on UK legislation and local UAE regulations. The school has accurate procedures for the safeguarding of students including child protection. All staff understand their responsibilities in relation to safeguarding, ensuring that the safeguarding policy is rigorously implemented. Strict safeguarding training is organised across all departments; many have received more advanced training. Students feel safe and secure and know who to contact if they need to talk about any issues. Posters of the designated safeguarding leads (DSLs) are displayed around the school.

Throughout the Pre-Prep, zones of regulation were evident along with calm corners and feelings charts, demonstrating the importance of student well-being. A pastoral and inclusion team is well established across the school, meeting fortnightly to regularly review students’ well-being. Effective policies are in place for the prevention of bullying, including cyber bullying. Positive behaviour management is aligned to the values of the Cranleigh code and a whole school behaviour ladder.

Behaviour in the school is excellent. Expectations are reinforced in most classrooms, with visual reminders and classroom displays of the Cranleigh code and values encouraging the children to make the right choices. Non-lesson times are well supervised and orderly. The atmosphere was observed to be calm and purposeful. Students feel confident that an adult will help them resolve issues, should they arise. Serious disciplinary issues are recorded in the discipline log and on inspection these were very few.

The school’s holistic approach to education begins with the education of students in personal, social, health and moral education (PSHME). Healthy lifestyles are encouraged and there are many opportunities for healthy physical activity during continuous provision in and out of the classroom, at breaktimes, during PE lessons and co-curricular activities. Healthy eating is encouraged throughout the school. Across the Pre-Prep, healthy lunch boxes were seen and teachers communicate with parents when lunch boxes do not meet expectations. In the Senior School, food and snacks that were provided in the school canteen were balanced and nutritious. Students are educated in the benefits of healthy eating and evidence was seen in a Year 2 STEAM lesson.

Attendance registers are taken by 8am every day and entered on the school's data management system I(SAMS) as well as the local ministry system, ADEK Central ESIS system. Students who fail to attend and therefore do not reach the 96% attendance target, are tracked carefully by staff. Formal letters are sent by the senior leadership team when no improvements are seen and the Vice Principal, who is also the Senior Designated Safeguarding Lead (DSL), communicates with any parents who do not then ensure their child attends school regularly after measures have been exhausted.

A well-qualified health and safety officer and facilities manager ensure the site is well monitored and maintained. Any health and safety issues are reviewed at monthly meetings with a team of staff and detailed records of all facilities, health and safety, medical and safeguarding are kept securely. The school has a very effective health-and-safety team that responds quickly to identified risks and is supported by an external team from within Aldar Education. In addition to the school's own robust checks, annual checks are also conducted by local authorities for civil defence, water safety, food safety, swimming pool, cooling and structural compliance. Water was easily accessible throughout the school and the play areas are safe and well maintained. In the playgrounds for the younger children, the flooring was soft and the resources safe and appropriate including a padded wall in the new multi-purpose hall. Auxiliary staff were visible throughout the school.

Toilets are clearly signposted in the classrooms and corridor for specific users including for people of determination and regularly cleaned. Once clean, the checklist inside the room is signed. There are a significant number of cleaners employed full-time in the school and they are highly visible throughout the day. Corridors and passageways are wide and uncluttered, with directions and spacing measures clearly labelled. Movement around the school is controlled and calm.

A security team controls the outer school gates and during drop off and pick up times, when gates were opened to parents and carers. Security guards wearing high visibility vests, were very effective in supporting the flow of traffic to aid the vehicle congestion on the roads around the school. All stakeholders and visitors are required to register with security and wear one of 6 colour coded lanyards when on site. There is also CCTV covering outside spaces and corridors. It was felt, however, that in places the height of the perimeter fence needs to be increased to afford greater security.

First-aid rooms are well resourced and staffed by an outside company, which is also compliant with the local ministry of public health. Across the school, there are 5 defibrillators available outside the medical rooms, swimming pools and in reception. An emergency medical alarm is in operation and staff are advised during induction where these points are around the school. There are numerous first aid boxes placed around the campus at strategic points and designated staff members are trained to use the equipment. There is information pertaining to pupils who have medical needs, with their photo and relevant information regarding their medical issue found on the schools data system and displayed in staff rooms. Students who

came to the school clinics were seen either to be brought by an adult or they arrived with a note from their class teacher. In the Prep School, a letter was sent back to the teacher, and then to the parent, stating the treatment the child received and the date and time they were in the clinic.

Systems are in place to ensure health and safety laws and fire standards are met. There are evacuation plans in each classroom, an evacuation stair chair on each floor and ample evacuation route icons in corridors and stairwells. Termly drills are conducted across the school to ensure all students are also familiar with what to do in the event of a fire. Procedures are also in place for an intruder alarm and lock down, which include 'pins' that can be inserted into the doors to make it harder for an intruder to gain access.

In the school's science labs, hazardous chemicals were locked away and inventory of hazardous substances were maintained by science technicians on an excel file which was regularly updated. Labs have fixed extraction/fume cupboards which can be supplemented by mobile ones. Natural and liquid gas master cut-off switches were found in laboratories and these can be activated by gas pressure switches in case a gas tap is left on accidentally. Safety equipment includes regularly checked fire-extinguishers, fire blanket, eye washes and there is a shower in the main preparation room. Students wear goggles when appropriate. Safety is assured in addition to teachers by three professional technicians. Appropriate risk assessments are conducting for food technology rooms and all knives are kept in locked cupboards. Machinery in the design technology labs is checked regularly and safety procedures are in place. Students are taught how to safely use machinery in these spaces.

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

Cranleigh Abu Dhabi fully meets this BSO standard.

The school is part of Aldar Education which has a portfolio of 33 schools in the Gulf Corporation Council (GCC). It maintains a close relationship in terms of governance with Cranleigh UK. Its governing board consists of representatives from Aldar Education and Cranleigh UK.

The school uses a single central register system to keep records of all staff. It is regularly updated and contains information such as name, job title, start and end date of their contract, qualifications, police clearance etc. In addition to stringent in-house checks, all staff obtain ADEK approval prior to joining the school and are not allowed to start until all documents are verified by the international and local authorities. Safer recruitment procedures are rigorously followed at Cranleigh.

The safeguarding and child protection procedures are comprehensive and mirror the expectations of both UAE and UK legislation. All staff need to serve a probationary period. The school's board members and leaders understand how important it is for safer recruitment procedures to be followed and are vigilant in ensuring these are carried out especially for staff transferring from other overseas positions, which may not have been in their home country. All staff are trained appropriately to deliver high quality learning in accordance with the National Curriculum of England and the MOE curriculum. The training and professional development of teachers recognises the local context of the UAE and the diversity of the international student body.

85% of teaching staff are UK trained and all staff have a minimum of 2 years teaching experience. Many participate in professional development courses provided by the UK National College and UK universities.

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding and fully meet BSO standards.

The main school campus is very spacious and contains a wide range of facilities to meet curricular and extra-curricular needs. The sports facilities are particularly impressive, boasting a large grass sports field, a swimming pool, an indoor gym area, outdoor courts and an indoor sports hall. A high-quality auditorium is used as a performance space, which has enabled the school to deliver regular plays, shows and concerts. Drama and dance studios support this. Both sporting facilities and the auditorium are well utilised within the school curriculum. Furthermore, these facilities are well maintained and are a source of pride to students and staff.

Classrooms are spacious and contain digital learning tools in every room. They are well lit from natural light, making for positive learning environments. Facilities for the provision of science are adequate, although the school recognises the need to enhance and refurbish these to ensure they provide the most suitable conditions for learning. Within the specialist science block, specialist facilities are also provided for computing, design and food technology, which allows the school to run a broad and balanced curriculum. The school also provides a range of spaces for students of determination, including occupational therapy space for students with complex needs. This level of provision is unusual in the Middle East and is reflective of the school's inclusive nature. There are also discrete rooms for student counselling.

The new state of the art Pre-Prep campus has been carefully designed to facilitate the best pedagogies in EYFS and KS1. Each year group classroom is designed around free flow central areas which are well equipped and resourced. They are used well with intervention groups and for free play. Classrooms have excellent natural lighting and all open out to outdoor play areas. Around the Pre-Prep school, play areas are vast. Most areas are well shaded and children enjoy the climbing areas, trim trails, reading teepees and sand pits. This new campus also boasts a well-resourced library, specialist music room, sensory hub, STEAM room, art hub, Arabic rooms, swimming pool and multi-purpose hall designed for young learners. Learning journeys suspended from most ceilings and colourful displays contribute to the positive environment in classrooms and corridors.

On the main site, opportunities to celebrate the excellent outcomes of student learning seem to be limited to student artwork which is, however, startlingly impressive. Outdoor space for play and recreation is spacious and well equipped, although both students and staff recognise the need for additional shading during the hottest months of the year. The main campus boasts an indoor canteen for student use during break times, as well as multiple smaller cafés in the senior building that allow older students to quickly access healthy food choices.

Maintenance of the campus facilities is rigorously overseen and effective. It is organised through an online helpdesk and addressed within identified and monitored standards. Frequent cleaning of facilities happens throughout the day and students display responsible attitudes in disposing of their rubbish and utilising recycling bins as appropriate. The school contains well maintained toilet facilities to meet the expectations for student numbers, including separate staff facilities which are well labelled and clear. Shower and changing facilities are suitable for the extensive swimming programme offered.

The medical facilities are well equipped, with one on each campus. The facilities allow for basic medical care to be given, as well as comfortable resting facilities for pupils that need it. Medical equipment is clearly labelled and accessible, such as defibrillators for emergency use. Accessibility has been well thought out across the site, with access ramps alongside steps and lifts in each building. The building and premises are subject to regular inspections and audits by the local authorities.

The advent of the new Pre-Prep School campus means that the vacated space on the main site is being creatively repurposed. The school already boasts a new Sixth Form study and common room area.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community fully meets the BSO standard.

The school mission statement to challenge and inspire each individual is transmitted in all areas of the school. Parents take an active role in school life, being invited to either see their child performing or to read to younger children, to support the student-led charities.

Contact details of the school and the principal are provided on the school website. A detailed structure of the Board of Trustees and a complete set of the school public policies and past inspection reports are available through a parent portal. The website is comprehensive and easy to navigate, presenting arrangements on admissions, description of the academic and pastoral learning structures as well as the curricula that students follow.

Parents are positive about their communication with the school and value the opportunities to become involved in school life. Parents' concerns are proactively addressed by the school leadership team through forums with the Principal and SLT members who meet families at the gate on a regular basis. Parents appreciate the high visibility of the leadership team and the availability of teaching staff. The school periodically runs a parent survey and the actions following the SLT analysis are shared with parents.

Parents see a clear progression path for their children, a path that they are part of, they are involved in and that they understand. School reports are clear and detailed and teachers are available to explain the progress in more depth. Parents consider that the transition from one phase to another is managed smoothly thanks to good communications.

11. Standard 7

The school's procedure for handling complaints

The school's policy and procedures for handling complaints meets the standards for BSO.

The school's complaints process is accessible to all stakeholders, including students, parents, teachers and staff. Procedures set out to be fair and impartial, providing an opportunity for parties to present their case.

The school's complaints policy defines clearly how complaints will be investigated and resolved, including who will be responsible for handling them and what steps will be taken to address any issues. There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered on an informal basis at Stage 1 of the process. Should the complaint remain unresolved, it may be notified as a formal complaint which will be dealt with at Stage 2. A member of the senior leadership team will respond within 2 working days. If a parent is still dissatisfied with the head of school's decision, then their complaint can then be shared with the principal or the chairman of the board of trustees. A response will be received within 2 weeks.

The next stage is the Stage 4 panel hearing. The panel is appointed by or on behalf of the proprietor and consists of at least 2 School Trustees and an additional, independent person not involved in the management or running of the school. Every formal complaint or concern is recorded on the complaints tracker, together with the action taken. This tracker details the date of the complaint, the parent and child's names, the reason for complaint, the actions taken, the status and the complaint category. The tracker also highlights whether the complaint is still ongoing or resolved. All proceedings are kept private except where legislation demands otherwise.

The policy is transparent, open and effective. It also takes into account local Abu Dhabi laws and regulations so that parents always have recourse to the Abu Dhabi Department of Education and Knowledge.

12. Standard 8 Leadership and management of the school

The principal and her leadership teams have an inspirational effect on the school community, maintaining outstanding outcomes for students. This includes very high student progress and achievement, the foundation for which is a school where students feel safe, happy and belonging. Their in-depth self-evaluation of the school proves that they understand it extremely well. The executive and senior leadership teams are highly experienced and qualified at NPQH and NPQSL level, while middle tier leaders are embarked on or have achieved NPQSL and NPQML certification.

The principal and her executive leadership team work in close collaboration with the school board members from Aldar Education and Cranleigh UK. They in turn offer expert, friendly but critical guidance. The principal has successfully taken the reins of an already successful school, mapping out a vision and strategic plan with her governing board for the future development of what is a flagship school for Aldar Education. There is strong collaboration with local UAE authorities and in Summer of 2023, the school was rated as 'outstanding' by the Abu Dhabi Department of Education and knowledge (ADEK) in all its quality assurance categories. Aldar Education also has a central education team that organises regular peer reviews of its schools for quality assurance and self-evaluation.

The school has managed change and organisational challenge extremely well. In the last 4 years the school has almost doubled in size and a few months before this BSO inspection, the principal and her executive leadership team successfully opened a brand-new Pre-Prep building on a nearby site for EYFS and KS1 children. It is now undertaking a redesign of the Prep and Senior School premises to meet the fast-growing needs of the school. Students, staff and parents applaud the school's ability to cope with sudden school closures that can occur in unforeseen circumstances by switching seamlessly to online learning. This was the case after storms and flooding closed the school a week before the inspection.

The leadership and management of Cranleigh Abu Dhabi has successfully transferred the ethos and culture of Cranleigh UK to its school. It ensures that the national identity and culture of the UAE, transmitted through the Ministry of Education curriculum and co-curriculum initiatives that reach out into the community, combine vibrantly with the British nature of the school.

Cranleigh Abu Dhabi's innovative and leadership management structure of vertical academic groups and vertical pastoral groups, linking the middle tiers of leadership to the principal and executive leadership team, guarantees that the latter is always informed about student performance, operational issues and proposals for improvement that emerge out of reviews of professional practice.

The curriculum is innovative, flexible and inclusive. Its ever-evolving shape and success is the result of constant review and modification to create a wide range of pathways to meet the needs of the Cranleigh students. Safeguarding is very robust and given the highest priority. It is overseen by a vice-principal in the executive leadership team. Aldar education provides a central safeguarding team if guidance or escalation is required. The school is run in an exceptionally efficient manner. Financial and premises management is overseen by a very strong and cohesive team.

Relationships between adults are exemplary and staff morale is high. Staff enjoy their work and are appreciative of the Cranleigh community and of the state-of-the-art premises. The performance management process is clear and supports teachers' growth. Its distributive implementation works very effectively with middle leaders able to scrutinise and constantly evaluate the practice of their teams within the wider structure of the school overseen by senior team leaders. High quality professional development opportunities are available and are aligned with the outcomes of the learning walks, performance management and the school development plan. Teachers have high expectations of themselves and feel empowered to trial new approaches. They appreciate that the school offers structure and support, but not control. They see members of executive and senior leadership teams as present, involved and approachable.