Noya British School

British Schools Overseas Inspection Report

Inspection Dates: 2 to 5 February 2026

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Age Group: 3 to 13

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. Education Development Trust (EDT) is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

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

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning and assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The quality of provision for boarding.

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Information about the school

Noya British School is a British international school located on Yas Island, Abu Dhabi, in the UAE. It opened in August 2024 and currently provides education for pupils aged three to 13, from foundation stage (FS) 1 to Year 9, with planned expansion to the age of 18 as the school grows. The school is part of Aldar Education and has one campus. There are approximately 2,200 pupils on roll, making it larger than many recently established British schools overseas. The school's population is highly diverse, representing over 98 nationalities with a large proportion speaking English as an additional language (EAL). The school is non-selective and provides additional learning support for pupils with identified special educational needs and/or disabilities (SEND). In early years, children follow the early years foundation stage (EYFS) framework and in key stages 1, 2 and 3 pupils follow the national curriculum for England (NCfE), enriched by UAE's Ministry of Education (MoE) subjects including Arabic and Islamic studies. Pupils who leave the school typically relocate or transfer to other schools nearby.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four EDT inspectors who spent four days at the school. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection.

During the inspection the team visited 84 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 37 lessons were jointly observed with leaders. Inspectors also attended an assembly. The team held 50 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

Noya British School is a good school and provides a good quality of education for pupils from three to 13 years. It shows outstanding capacity for further improvement.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action

points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are good.

Pupils across all phases make strong and sustained rates of progress in English from their individual starting points.

Children in the early years make strong rates of progress. Most children join the early years with levels of English that are below the standard expected for their age. Teachers consistently deliver the phonics programme to a high standard, resulting in children being able to competently segment and blend sounds and apply this to their early reading and writing. By the end of the first term, 41% of children were on track to meet their Early Learning Goals in listening, speaking, reading and writing by the end of FS 2.

In the primary phase, all pupils continue to make secure and steady rates of progress in reading and writing, with the majority meeting age-related expectations by the end of key stages 1 and 2. Students' progress in English strengthens as they move through the secondary phase. Attainment rises steadily from Year 7 to Year 9, with 82% of pupils meeting expectations in Year 7, increasing to 90% by Year 9 with 47% exceeding expectations by the end of that phase. These outcomes reflect sustained high standards and strong rates of progress in English and ensure a solid foundation for continued success as pupils progress to IGCSE courses.

Pupils make similar rates of progress in oracy and writing outcomes. Pupils written work is beautifully presented, demonstrating pride in their work. They participate well in creative writing competitions and opportunities for public presentation, developing both their self-confidence and communication skills.

Pupils demonstrate strong speaking and listening skills. They express their ideas clearly, work well with others, and confidently use subject-specific vocabulary. Across all key stages, they are articulate communicators who read and write fluently and creatively with clear purpose. Children in early years recall easily facts from familiar stories. In Year 3, pupils used expanded noun phrases to craft a descriptive poem and, in Year 8, students identified key language and techniques, using subject-specific terminology accurately to analyse a piece of text. The school's cross-curricular approach to the teaching of English enhances pupils' writing skills. For example, in Year 6, pupils produced an informative text on electricity in science.

Pupils take pride in their achievements and the work seen in lessons and books demonstrates their strong levels of progress in all aspects of English.

Attainment and progress in **mathematics** are good.

Pupils' attainment in the secondary phase is particularly high with outcomes higher than expected. As a result of the school's recent establishment, its rapid development and diverse intake, this represents very strong levels of performance.

Children in early years make strong rates of progress from their starting points. They develop secure number recognition, counting and early calculation skills, applying these confidently through practical activities and structured play. Teachers in key stage 1 and key stage 2 place much emphasis on securing pupils' full mastery of the curriculum. As a result, high proportions of pupils achieve age-related expectations, with many achieving deeper understating. Standardised benchmark testing in Years 2 to 6 shows that 86% of pupils attain at or above the expected standard at 'standard nine' (stanine) 5+, and 71.5% attain above average at stanine 6+, both above the England average. Results are better than internal benchmarks.

Standards strengthen further in key stage 3. A very high proportion of pupils engage confidently with age-appropriate curriculum content, while a substantial minority demonstrate greater depth. Pupils can reason mathematically with maturity, select efficient strategies independently and articulate their thinking clearly. Many apply their learning flexibly to unfamiliar problems, and some successfully tackle higher-level content, including early IGCSE-style questions, reflecting a clear and impressive upward trend in attainment. The optional use of artificial intelligence (AI)-supported tutoring platforms further strengthens challenge for the most able pupils.

Across all phases, pupils make high rates of progress from their diverse starting points, as evidenced by both internal and external data. Pupils develop fluency, accuracy and confidence, supported by secure number sense, efficient calculation strategies and increasingly sophisticated reasoning. Progress is consistently strong across all groups, including boys, girls, EAL pupils and pupils with SEND.

Attainment and progress in **science** are good.

Pupils typically enter the school with scientific skills, knowledge and understanding below expectations for their age. The well-planned science curriculum develops pupils' scientific knowledge and investigational skills effectively through the use of visual, practical and highly structured learning tasks.

In early years, children benefit from clear routines and well-established structures for learning about the world around them, including the effective use of the 'Curiosity Corner'. Children build confidence in sorting, observing and visually comparing objects. They make simple observations of animals and plants, which provides a secure foundation for scientific learning in key stage 1.

Pupils make good rates of progress from their starting points in the primary phase. In key stage 1, pupils learn to identify, classify and compare a range of objects. They develop

knowledge of body parts, animals and plants and begin to explore their functions. In key stage 2, pupils build on this understanding by identifying changes and recognising differences, for example, when comparing and contrasting fruits and vegetables. Pupils use accurate scientific vocabulary confidently in lessons. Almost all pupils are working at the expected level.

At the end of primary, using external standardised assessments, 95.5% are working at age-related expectations and 93.2% are working above age-related expectations. All pupils in key stage 3 are new to the school, and standardised baseline assessments indicate that many are working below age-related expectations on entry. However, the strongly sequenced curriculum and effective teaching ensure that pupils make rapid rates of progress over time. Throughout key stage 3 pupils continue to develop their understanding of concepts and knowledge and apply this to real life. For example, pupils matched their knowledge of materials to recycling processes. All SEND pupils meet or exceed their individual educational plan (IEP) targets.

Across all phases, pupils systematically develop their prediction, observation and recording skills from early years upwards. Where appropriate, pupils confidently use up-to-date learning technologies to express their ideas and record their scientific findings.

Pupils' attainment and progress in a range of **other subjects** are good.

In the early years, children achieve well from their starting points, developing strong physical skills, cooperation and confidence, as seen in physical education (PE) lessons where children navigate obstacle courses safely and independently, developing their gross motor skills. In primary, pupils benefit from specialist teaching in subjects such as art and music, producing work of a high standard. For example, pupils in Year 4 apply sophisticated shading techniques accurately, while pupils in Year 3 perform simple harmony confidently in music. In secondary, pupils build secure knowledge and skills across creative, practical and academic subjects. Pupils with SEND and EAL needs are well supported and make progress in line with their peers.

Summary of other judgements against the BSO standards:

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

- The premises and accommodation meet the requirements of the Standard (see Part 5 below).
- The provision of information for parents meets the requirements of this Standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken in February 2026, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

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

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

The curriculum is very coherent, ambitious and well sequenced across all key stages. From the early years upwards, curriculum design ensures strong continuity and progression in pupils' knowledge, skills and understanding. Early years' provision is securely aligned to the EYFS framework and is a significant strength of the school. Children benefit from rich, well-planned learning that successfully develops their communication, physical and personal, social and emotional skills, providing an excellent foundation for future learning. This strong start is built upon consistently through primary and secondary phases.

The curriculum meets the needs of all pupils extremely well, including those with SEND and pupils who have EAL needs. Identification of needs is timely and effective, and support is sharply targeted. Teachers demonstrate understanding of individual pupils' needs and adapt pupils' learning and the curriculum so that all can gain access to learning and achieve. EAL provision is particularly effective in enabling pupils to develop their levels of confidence and fluency in English while continuing to make strong academic progress across subjects.

The curriculum fully satisfies the requirements of the NCfE and is broad, balanced and demanding. Leaders ensure that curriculum intent is clearly defined and translated effectively into quality classroom practice. Assessment is used well to inform teaching, support pupils' progress and ensure consistently high expectations across subjects.

Britishness is a distinctive feature of the curriculum and wider school life. Pupils develop an understanding of British values through a carefully planned curriculum and rich personal development programme. Democracy is actively promoted through the meaningful pupils' voice and leadership opportunities. The rule of law is clearly understood and reinforced through consistent expectations and behaviour systems. Individual liberty is encouraged through independent learning, responsibility and leadership roles. Mutual respect and tolerance of those with different faiths and beliefs are deeply embedded, reflecting the school's diverse international community.

The curriculum actively promotes fundamental British values. Pupils talk about how it promotes respect for others and develops their ability to engage thoughtfully with differing viewpoints.

The curriculum is exceptionally well enriched through a wide range of high-quality extra-curricular activities, educational visits and enrichment experiences. These opportunities make a significant contribution to pupils' personal development, well-being, physical and academic progress. The curriculum prepares pupils extremely well for the next stage of education, including transition to UK schools and future employment.

Curriculum policies and plans actively promote respect for others and reflect the Equality Act 2010. Due to host country laws, the school cannot fully support aspects relating to gender reassignment, marriage and civil partnership, sex and sexual orientation. All other protected characteristics, age, disability, pregnancy and maternity, race and religion or belief are promoted effectively and age-appropriately through curriculum content, personal, social, health and economic (PSHE) education, assemblies and pastoral provision.

An effective PSHE programme supports pupils' personal development and well-being. The school's approach to relationships and sex education is appropriate and suitable to the local context. The curriculum makes excellent use of the local environment and community resources in Abu Dhabi. A clear, comprehensive curriculum policy is in place and is made available to parents.

The quality of **teaching, learning and assessment** in the school is good.

Teaching across the school supports pupils to make good rates of progress from their starting points and prepares them well for the next stage of their education.

A positive ethos promotes pupils' self-belief, aspiration and ambition. This creates a calm and purposeful climate for learning in which pupils collaborate effectively, reflect on their learning and develop increasing levels of independence. Relationships between staff and pupils are respectful, and lessons are typically orderly and productive.

The school has established a clear and coherent framework for teaching and learning, underpinned by shared principles. Lessons typically build on pupils' prior knowledge, include explicit instruction and modelling, and provide opportunities for pupils to practise and consolidate their learning. Most lessons include opportunities for pupils to review and check their understanding, enabling teachers to identify misconceptions and provide clarification.

Teachers demonstrate secure subject knowledge across all areas of learning. They present new learning clearly and use good questioning techniques to check pupils' understanding. In many lessons, teachers use modelling effectively to demonstrate processes and expectations, helping pupils to acquire new knowledge and develop subject-specific vocabulary. Where questioning is more probing, pupils are encouraged to explain their reasoning and think more deeply. However, in some lessons, opportunities to extend pupils' thinking are not fully exploited.

Teachers choose resources thoughtfully which generally support effective learning. Pupils benefit from access to a range of texts and digital resources to support their research and to deepen their understanding. Teachers use a variety of methods to engage pupils and develop their skills in reading, writing and numeracy across the curriculum. The school uses a framework to promote pupils' cognitive thinking and their ability to link ideas. Where this is used well, pupils make connections with prior learning.

Pupils demonstrate positive attitudes to learning. In most lessons, they are attentive, engaged and willing to contribute to discussions. They show resilience when faced with challenge and take increasing levels of responsibility for their learning. As a result, pupils make good rates of progress over time, including pupils with SEND and those with EAL needs.

Provision for pupils with SEND and EAL is effective. Teachers use information from IEPs and pupils' profiles well to support their access to the curriculum. Targeted support, scaffolding and adapted resources enable these pupils to engage alongside their peers and make expected rates of progress. However, the consistency with which assessment information is used in lessons to deepen pupils' understanding and accelerate rates of progress varies between lessons.

Assessment systems are well established and provide leaders and teachers with information about pupils' attainment and progress. In many lessons, teachers use the outcomes of assessment for learning well to identify pupils' misconceptions and to adapt tasks accordingly.

Where this practice is strongest, teaching responds precisely to pupils' needs and promotes their secure understanding. However, this practice is not yet consistent across all subjects.

The school supports teachers' professional development through collaboration and shared practice. Leaders have an accurate understanding of the strengths and areas for development and are taking appropriate steps to improve consistency in teaching and learning.

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

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

The **spiritual, moral, social and cultural** development of pupils is outstanding.

SMSC is integral to the school's identity, culture and daily practice. Leaders deliberately design SMSC as a coherent, lived experience, planned systematically across the curriculum, routines, relationships and enrichment. As a result, pupils experience a calm, respectful and values-driven culture consistently across all phases.

Pupils' spiritual development is nurtured through reflection, care and purposeful opportunities for self-awareness. Pupils demonstrate empathy, emotional literacy and a secure understanding of well-being rooted in looking after themselves and others. Pupils' moral development is particularly strong and highly developed. In the strongest key stage 3 lessons, pupils move rapidly from description to connection, applying moral reasoning to real-world contexts. They reflect deeply on ethical dilemmas involving fairness, responsibility and personal choice with impressive levels of maturity. Pupils engage in articulate, thoughtful and respectful discussion, demonstrating strong personal development and secure moral awareness. They listen attentively to others and express disagreement with maturity and respect.

Pupils demonstrate excellent behaviour from the very start of the school day and consistently show kindness, courtesy and respect for others in lessons, corridors and social spaces. Clear behaviour systems promote reflection and accountability, enabling pupils to learn from experiences and make responsible choices. Well-established routines, including 'Mindful Tuesday and Thursday Mornings', promote reflection, shared identity and a strong sense of community. These routines support pupils' emotional regulation, self-discipline and readiness to learn.

Assemblies provide rich opportunities for pupils' spiritual and moral development. Pupils confidently articulate values such as kindness, tolerance, friendship and respect. They link these explicitly to the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. Social development is strengthened through a wide range of meaningful leadership opportunities. Roles including Friendship Leaders, Green Guardians, Canteen Captains and the Students' Council develop pupils' responsibility, service and civic awareness. Pupils take pride in contributing positively to their school. Leaders actively seek and value pupils' views. The pupils' voice informs leaders' decision-making and contributes directly to refining provision, giving pupils a strong sense of belonging and influence.

Pupils' cultural development is inclusive and authentic. The curriculum integrates British values, Emirati heritage, Islamic values and UAE national identity alongside a global cultural understanding. Provision aligns strongly with local legislation, recognising that certain aspects of the Equality Act 2010 cannot be promoted due to host-country legislation. Suitable relationships education is delivered using content from the MoE moral, social and cultural textbook. This provision supports pupils' understanding of relationships, boundaries, respect and responsibility in culturally appropriate ways.

A rich and well-sequenced curriculum underpins pupils' understanding of health, safety and well-being. Leaders plan SMSC development vertically and horizontally to ensure coherence and progression. Explicit teaching of digital and online safety strengthens pupils' understanding of risk and resilience. The school actively promotes healthy lifestyles through initiatives such as '30×30 Fitness', 'Fitness Fridays' and 'Sporting Squads'. Campaigns promoting anti-bullying, road safety and well-being reinforce pupils' understanding of responsible citizenship.

Partnerships enhance the school's SMSC provision significantly. Work with outside organisations develops pupils' creativity, innovation and entrepreneurial thinking through real-world ethical problem-solving. From Year 4 onwards, enrichment deepens pupils' personal development. The extensive extra-curricular programme and inclusive educational visits enrich pupils' social and cultural experiences. Pupils' participation is high and equitable and the programme is strongly valued by pupils and parents.

Leaders monitor SMSC provision carefully and evaluate its impact thoughtfully. Overall, SMSC provision is deeply embedded, highly coherent and strongly effective in preparing pupils for their next steps.

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

The **welfare, health and safety** of pupils and staff is outstanding.

All staff actively share responsibility for safeguarding, and the school promotes pupils' safety, well-being, and trust extremely well.

The safeguarding team adopts a proactive approach. All staff complete annual face-to-face child protection training and understand their responsibilities. Pupils know whom to approach with concerns, and the school displays safeguarding information clearly. Designated safeguarding leads (DSL) maintain level 3 certification, and all staff receive regular training. The team monitors safeguarding through audits, network meetings, and collaboration with external agencies. Parents and pupils express strong levels of confidence in the school's safeguarding culture.

Leaders cultivate a culture of care, vigilance, and mutual respect, ensuring that pupils feel safe, supported and valued. Pupils settle quickly into school life and benefit from a community where staff understand and respond effectively to their individual needs. Staff build trusting relationships and proactively respond to individual needs. The head of pastoral care maintains a strong visible presence, reinforces the school's ethos, and makes it very clear to pupils that trusted adults always listen and provide support.

Leaders maintain a healthy and safe environment. A dedicated health and safety team monitors compliance, supported by the medical team, and ensures the school meets or exceeds the expected BSO and UAE standards. Staff follow fire safety procedures according to UAE safety codes and the school's fire policy. Staff conduct weekly alarm tests, monthly inspections, and termly fire drills, including exercises with the local civil defence team.

Aldar Education's policies fully align with BSO standards and form an integral part of the school's operational culture. Leaders integrate risk assessment into daily routines and act promptly to mitigate risks. A qualified nurse leads the clinic, supported by other first aid trained staff, and all staff in early years complete paediatric first aid training, ensuring the provision of prompt and competent first aid care in line with the school's policy.

Staff implement a clear behaviour policy and record sanctions for serious incidents. They enforce proactive anti-bullying measures through assemblies, signage and a highly visible team of DSLs. Pupils report feeling safe and respected. Staff consistently apply the behaviour policy, help pupils understand expectations, and guide them to take responsibility for their actions. Staff log behaviour incidents, deal with them through restorative dialogue and apply appropriate follow-up interventions.

Attendance for the previous year was high at 96.8%, substantially above the UK average of 93.1%. Pupils learn how to keep themselves safe through health education, sport and mindfulness activities. Sustainability initiatives, such as school-wide recycling, encourage pupils to develop responsible attitudes.

The school ensures exceptional welfare, health, and safety. Staff implement highly effective safeguarding, maintain excellent behaviour and attendance, and enable all pupils to flourish in a safe, supportive environment.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school demonstrates highly effective arrangements to ensure the suitability of staff and proprietors. Leaders and governors place safeguarding at the centre of recruitment and vetting processes, ensuring that all adults working with pupils are suitable to do so. Recruitment procedures are rigorous, consistently applied and aligned with both UK expectations and UAE requirements, following safer recruitment practices.

The school carries out comprehensive pre-appointment checks for all staff prior to employment. These include verification of identity, medical fitness, right to work in the UAE, attested qualifications, employment history, professional and safeguarding references, and appropriate criminal record checks, including the UK's Disclosure and Barring Service (DBS) and police clearance where applicable. Leaders ensure that all required checks are completed before staff begin work with no exceptions.

A comprehensive electronic single central record (SCR) is maintained and records all required information accurately, including start dates and the dates that checks were completed. The SCR includes teaching and support staff, governors, supply staff, volunteers, contractors and outsourced providers, such as external coaches. Leaders and governors review the SCR regularly to ensure ongoing compliance and effective oversight.

Procedures for visitors and parent helpers are secure. Visitors' access is appropriately supervised; their identification is checked on arrival, and staff make safeguarding expectations very clear. Supply staff and outsourced personnel are subject to the same safeguarding and vetting requirements as directly employed staff.

Leaders routinely review safeguarding practice using internal quality assurance processes aligned with a safeguarding audit. As a result, recruitment and vetting arrangements are robust, transparent and effective so that pupils remain safeguarded through the application of consistently strong practice.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The premises and accommodation are outstanding and fully reflect the school's vision of providing a world-class education in a safe, inclusive and inspiring environment.

The school benefits from purpose-built accommodation that serves a rapidly growing number of pupils and enables the school to uphold the core principles of safety, access, and educational enrichment. Leaders have designed every space, from classrooms to recreational areas, to support a diverse and evolving curriculum. Classrooms are bright, spacious, and ergonomically designed to suit pupils across all phases. Natural light and high ceilings create a calm and stimulating learning environment. Staff furnish every room with age-appropriate seating, interactive whiteboards, and easily accessible resources.

Pupils benefit from impressive specialist facilities. These include multiple science laboratories, state-of-the-art information and communication technology (ICT) suites, art studios, sound-proofed music and drama rooms, and dedicated dance spaces with sprung floors plus two roof-top multi-sports courts.

The school provides suitable toilet and washing facilities, with separate provision for boys, girls, and adults. Pupils and staff enjoy ready access to clearly labelled drinking water. The school ensures that hot and cold water supplies comply with safety requirements.

A qualified nurse and trained staff run the well-equipped clinic, enabling effective responses to daily medical needs and emergencies. A bed and suitable toilet and washing facilities are available in the medical room. Staff conduct regular health checks and assessments to maintain high standards of pupils' health and care.

The site is secure and well managed. Controlled entry points, visitor sign-in procedures and the regular wearing of identification lanyards ensure that pupils are safeguarded effectively throughout the day. Drop-off and collection arrangements are carefully organised and supervised, contributing to a calm and orderly start and end to the day. Premises are maintained to a high standard, with appropriate risk assessments in place to support pupils' safety and well-being.

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

The school meets the requirements of this standard.

Parents express high levels of satisfaction with the quality, regularity and clarity of communication. They describe the school's communication systems as a significant strength that helps the school feel safe, inclusive and like a family. Parents consistently report that communication contributes directly to their children feeling happy, respected and keen to learn.

Parents receive frequent information about their children's learning through scheduled reports, digital platforms and weekly newsletters, which parents value. Parents praise their clarity, structured format and the breadth of information provided. They noted that the newsletters offer timely updates on curriculum content, upcoming events, extra-curricular activities and wider school life. While a small number of parents requested slightly greater detail at an individual teacher level, the overall view was that communication is comprehensive, consistent and highly effective.

Parents are overwhelmingly positive about the school. Most report that their children enjoy school, feel safe and are well cared for, and a large majority would recommend the school to others. Parents value the inclusive ethos and the commitment of staff.

Parents also highlighted the visibility and approachability of leaders and staff. Senior leaders are routinely present at the start of the school day. Parents value the ease with which they can raise their questions or concerns. They also spoke positively about the school's responsiveness, describing how staff act quickly when concerns are raised and provide clear follow-up communication. This agility and willingness to listen were repeatedly praised and seen as central to the strong trust between families and the school.

Parents recognise that the school is expanding rapidly as it adds new year groups each year. They agreed that leaders had maintained a proactive and transparent approach to communication during this period of substantial growth.

Engagement events further strengthen communication and the home and school partnership. Parents appreciate curriculum information sessions and opportunities to ask questions about provision. The forthcoming meeting for Year 9 families about the transition to Year 10 and the introduction of IGCSE pathways is an example of the school's proactive approach.

The school's website is comprehensive, up to date and easy to navigate. It includes all the required information, including key policies, safeguarding details, admissions processes, SEND and EAL information, behaviour expectations and the complaints procedure. Parents praised the school's strong emphasis on safety and well-being. Overall, the provision of information contributes to the strong levels of trust and engagement between leaders and parents.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints procedure is clearly written and published on the school's website and is readily accessible to parents. It sets out clear timescales and provides a staged process, beginning with informal resolution and progressing to a formal written complaint if required. Where necessary, the procedure allows for a hearing before an appropriately constituted panel, including an independent member. Parents attend and can be accompanied. Panel findings and recommendations are shared in writing. The school keeps a written record of all complaints and actions taken, and all records are treated confidentially in line with host

country requirements. The school has received three formal complaints since the start of the current school year, all of which have been resolved effectively.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leadership and management are outstanding and demonstrate a strong and sustained capacity to secure continuous improvement. For example, senior leaders demonstrate a clear understanding of the strengths and areas for development in teaching, learning and assessment. As a result, they have implemented well-defined action plans to improve the consistency and quality of teaching and learning, especially in relation to teachers' use of assessment for learning. Furthermore, the school benefits from a strong culture of professional learning. Staff value highly the wide range of professional development available, including access to external training aligned with UK best practice.

Leaders recognise that, due to the large number of new middle leaders, middle leadership is not yet at the same standard and consistency across the school. They have introduced internal coaching to ensure that there is a consistent approach to raising standards across the school during this period of growth in middle leadership.

Leaders are highly ambitious for pupils and staff and are driven by the school's values of: 'Believe in yourself, Become your potential, Inspire the World'. These values are not aspirational statements alone but are consistently reflected in leaders' actions, the professional culture and pupils' conduct across the school.

Leaders fulfil their responsibilities exceptionally well in ensuring that the BSO standards are consistently met. They demonstrate strong professional knowledge and a clear understanding of statutory and regulatory requirements. Policies are comprehensive, regularly reviewed and implemented effectively. Leaders place safeguarding, welfare, curriculum oversight and health and safety at the centre of their work, resulting in a safe, inclusive and aspirational environment where pupils thrive academically and personally.

The school benefits from highly effective governance through Aldar Education. Governors and board members ensure that the school operates legally and with clear, robust financial policies. Financial planning is strategic and closely aligned to educational priorities, enabling sustained investment in staffing, professional development, facilities and resources. Governors have a secure understanding of the school's performance and context, including its rapid growth, and provide informed challenge and support that contribute directly to sustained improvement.

Governors work in close cooperation with the principal and respect fully the separation between strategic governance and operational leadership. The principal is empowered to lead the school confidently and decisively and is held to account through regular, rigorous appraisal and review processes. This professional relationship is characterised by trust, transparency and constructive challenge, strengthening the effectiveness of leadership at all levels.

Leaders communicate ambition clearly and inspire staff and pupils through high expectations and strong role modelling. Senior and middle leaders are visible, approachable and committed

to improvement. Staff are deployed effectively, and recruitment procedures ensure that teachers and support staff are well qualified and matched carefully to their roles. Performance management is aspirational and closely aligned to the school's priorities, ensuring that professional development supports improvements in teaching and learning.

The views of pupils, parents and staff are gathered systematically through surveys, meetings and ongoing dialogue. Leaders use this feedback intelligently to inform self-evaluation and improvement planning. Staff surveys indicate that morale is high and that staff are proud to work at the school. Staff feel supported, engaged and well trained, reflecting a positive professional culture rooted in mutual respect and shared ambition.

Leaders and governors promote equality and tackle discrimination exceptionally well. The school's highly diverse community is celebrated, and inclusive practice is embedded in admissions, curriculum design, pastoral systems and daily routines. Leaders manage staff performance fairly and recruit and deploy staff effectively to meet the needs of all pupils. Pupils with SEND and EAL are well supported and make strong rates of progress from their starting points in line with their peers.

Safeguarding is a significant strength. Leaders ensure that safer recruitment procedures are rigorous and consistently applied and that all required checks are completed prior to appointment. Safeguarding training is regular and effective, and clear systems for reporting concerns are well understood by staff and pupils. Governors maintain strong oversight of safeguarding arrangements. As a result, pupils feel safe and confident that adults will act promptly in their best interests.

Self-evaluation is highly effective and accurate. Leaders draw on a wide range of evidence, including assessment information, stakeholders' feedback and external reviews, to identify strengths and priorities for improvement. The strategic improvement plan is sharply focused, regularly reviewed and drives sustained improvement as seen in leaders' accurate assessment of teaching and learning and their strong focus on developing middle leadership. Leadership of the early years is outstanding, ensuring high-quality provision and strong progress from children's starting points.

Early Years Provision

The quality of **early years'** provision is outstanding.

Children benefit from a rich, high-quality early education across all areas of learning, supported by consistently excellent teaching in a stimulating and well-resourced environment. Purposeful activities develop children's fine and gross motor skills and ensure all children, including those with EAL and SEND, are fully included and supported to thrive.

Leaders sustain outstanding provision through a strong commitment to professional development. Staff have a secure understanding of how young children develop and learn. A sharp, consistent focus on teaching foundational skills, particularly communication and language, including phonics, enables children to make rapid and sustained rates of progress and prepares them well for the transition to Year 1 and beyond.

Teaching is highly effective and thoughtfully planned. Staff skilfully link learning across curriculum areas, enabling children to deepen their understanding and apply knowledge. For example, teachers introduce concepts such as life cycles and healthy eating through storytelling, which deepens understanding, sharpens thinking skills, and enables children to communicate their ideas with increasing levels of confidence.

Leaders identify additional needs early through well-planned transition activities before children enter the early years. Staggered starts, nursery visits and playdates support understanding of individual needs, ensuring timely identification of children with EAL and SEND. The high proportion of children with EAL needs makes vocabulary development a key priority for the school.

Children benefit enormously from suitable and well-organised indoor and outdoor learning spaces that are attractive and spacious. They follow routines confidently, behave exceptionally well, and show care and respect for others. Personal, social and emotional development is excellent, supported through nurturing relationships with staff and peers.

Strong partnerships with parents enhance learning. Workshops, shared activities and open communication contribute to the excellent progress that children make. Children's outcomes are strong as a result of their rapid progress. By the end of the first term, 41% of children were on track to meet the Early Learning Goals by the end of FS 2. As a result of children's low starting points, this represents strong early progress in line with national expectations for England.

Compliance with regulatory requirements

Noya British School meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). Noya British School encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, as set out in the Equality Act 2010.

What the school could do to improve further

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

1. Some teachers do not use assessment for learning effectively in all lessons to inform their teaching and adapt learning to pupils' needs. Leaders should ensure that all teachers have a secure knowledge of and effectively use assessment for learning across the school. This will enable pupils to make more rapid and sustained rates of progress.

2. There are many new middle leaders whose leadership practice is not currently at the depth and consistency to secure sustained improvement across all areas of the school. Leaders should continue to strengthen the newly introduced internal coaching programme so that middle leaders develop high-quality and consistent practice so that they can implement sustained improvement in the areas for which they are responsible. This will secure greater consistency in delivery of the curriculum and bring about better outcomes for all pupils.

Summary of inspection judgements

The quality of education

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

Pupils' spiritual, moral, social and cultural development

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

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			

Leadership and management

Overall effectiveness of leadership and management	x			

School Details

Name of school	Noya British School
Type of school	Private
Date school opened	August 2024
Age range of pupils	3 to 13
Gender of pupils	mixed
Number on roll (full-time pupils)	2,200
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	AED 32000 – AED 47000
Annual fees (boarders)	N/A
Address of school	Yas Island Yas North Abu Dhabi
Telephone number	+971 2 651 5100
Email address	admissions@noya.sch.ae
Headteacher	Mrs Sarah Isberg
Proprietor	Aldar Academies

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

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

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