

# Mamoura British Academy

## British Schools Overseas Inspection Report

Inspection Dates: 2 to 5 February 2026

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Age Group: 3 to 18

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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**

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

## Information about the school

Mamoura British Academy is an international school, owned by Aldar Education, situated in the Al Mamoura district of Abu Dhabi. It opened in 2016, taking in the pupils from Al Mushrif school. At that time, and up until 2024, the academy was co-educational for pupils up until the age of 11, and then only for girls from 11 years. However, the academy now accommodates boys in Year 7 to Year 9, meaning it will be fully co-educational by 2028. Currently, there are 1,164 pupils on roll, of whom 558 are boys and 606 are girls.

The academy is organised into three phases, a lower, middle and senior academy. The lower academy is from nursery through to Year 4. The middle academy runs from Year 5 to Year 9. The vast majority of pupils at the academy are in these two sections. The senior academy goes from Year 10 upwards. The number of pupils in key stage 4 is very low at 33 while in key stage 5, the sixth form, there are currently 3 students. Children in the early years follow the early years foundation stage (EYFS) framework and then the national curriculum for England (NCFE) from key stages 1 to 4. In the sixth form, students can choose A levels or BTEC qualifications.

The academy is inclusive, accommodating a range of pupils with multiple needs and disabilities. In total, 151 pupils have special educational needs and/or disabilities (SEND) with 46 in the highest category of need. The vast majority of pupils are of Arab heritage, and all pupils speak English as an additional language (EAL).

The academy prides itself on its commitment to sustainability and partnerships with local business and industry.

## Summary of the evidence base used by the inspection team.

This BSO inspection was carried out by three EDT inspectors who spent four days at the academy. 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 academy prior to the inspection.

During the inspection the team visited 73 part-lessons and carried out learning walks, including extra-curricular and enrichment activities. A total of 27 lessons were jointly observed with leaders. Inspectors also attended assemblies, rehearsals, and parent information sessions. The team held 18 meetings with leaders, teachers, pupils, parents and members of the academy'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

**Mamoura British Academy is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.**

**The academy 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 outstanding.

Children typically enter the academy with English language and communication skills below those expected for their age, with many beginning with little spoken English. From these low starting points, pupils make rapid and sustained rates of progress, assisted by a consistently language-rich environment. Structured opportunities such as 'Exploration Time' promote high-quality peer interaction and purposeful talk. By the end of the early years, 83% of children attain age-related expectations, with 60% exceeding them. This represents very strong progress and ensures children are well prepared for key stage 1.

By the end of key stage 1, pupils' attainment in English is above England averages. Outcomes from the phonics screening check in Year 1 are high, with 85% meeting age-related expectations, reflecting systematic teaching and timely intervention. Pupils develop secure decoding skills alongside expanding their vocabulary and increasing grammatical accuracy. Through consistent modelling and feedback, pupils refine their writing skills so that outcomes are above typical expectations by the end of the key stage.

By the end of key stage 2, pupils read fluently, write with increasing control, and demonstrate a secure understanding of sentence structure, purpose and audience. Attainment is well above that typically seen in England, with 91% meeting age-related expectations and 66% exceeding them. Pupils confidently infer meaning, justify responses using textual evidence, and adapt vocabulary and structure for different forms and purposes. This was evident in a Year 6 lesson exploring Christina Rossetti's poem 'Who Has Seen the Wind?' where pupils analysed figurative language through discussion before shaping thoughtful written interpretations. Progress through this key stage remains consistently strong so that pupils are exceptionally well prepared for the next stage of education.

Attainment remains above age-related expectations in key stage 3, with reading a particular strength. Pupils analyse language precisely, select relevant evidence, and structure extended responses coherently.

Cohort sizes in key stage 4 and the sixth form are small. In 2025, all pupils entered for IGCSE English achieved high grades. Across all phases, pupils with SEND and those with EAL make strong rates of progress because teachers' support is carefully targeted and responsive, maintaining high expectations.

Attainment in **mathematics** is good and progress outstanding.

Over the past two years, leaders identified through internal and external assessments that some pupils had gaps in their mathematical fluency. Leaders acted decisively to narrow these gaps through targeted curriculum refinement, improved sequencing and placing a sharper focus on core number skills. These actions have resulted in high rates of progress for the vast majority of pupils. While attainment in key stages 3 and 4 has not yet fully caught up, current rates of progress indicate that pupils are closing these gaps rapidly.

Children in the early years make rapid rates of progress. They quickly gain confidence in recognising numbers, shapes and patterns and begin to express number sentences both orally and in writing at an early stage. Children articulate their reasoning clearly, for example, explaining why three and five make eight. As a result, they leave the Reception Year very well prepared for the demands of Year 1.

In key stage 1, pupils continue to make very strong rates of progress. They develop increasingly formal methods of recording and apply their knowledge to solve more complex problems. For example, pupils describe the properties of three-dimensional shapes with a high level of precision, accurately identifying faces and features. External assessment information shows that rates of progress are exceptionally high, with a significant proportion of pupils achieving more than expected progress by the end of Year 2 and Year 4.

In key stage 2, teaching follows a clear, methodical and well-structured approach. Pupils develop increasing fluency while maintaining a strong focus on explaining and justifying their calculations to their peers and teachers. By Year 6, evidence from internal and external assessments, alongside scrutiny of pupils' work and lesson observations during the inspection, indicates that pupils' attainment is at least in line with age-related expectations.

In key stages 3 and 4, pupils continue to make outstanding rates of progress. However, attainment remains good rather than high as a result of previous gaps in learning. Cohort sizes, particularly for pupils taking IGCSE mathematics in Year 11, are exceptionally small and therefore not statistically significant for the purpose of comparison.

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

Pupils' outcomes exceed international averages and have continued to improve over the last three years. Across all phases, the significant number of pupils with SEND receive much support and make rates of progress which match that of their peers.

Leaders have made significant changes to the curriculum and approaches to teaching, which have had a positive impact on the standards that pupils have achieved over the last three years. There are now far more systematic opportunities for pupils to apply their scientific-enquiry skills and teachers pay much more attention to the real-world applications of pupils' learning.

Children join the academy in the early years with knowledge and understanding of the world which is below that typical for their age. As they move through the nursery and the Reception Year, they make outstanding rates of progress and are very well prepared for the demands of the science curriculum in key stage 1. Pupils' journey through enquiry-led science starts in the nursery year. For example, children predict which fruits will have seeds, investigate by cutting the fruit up and then record their findings on a chart.

Outcomes in science are consistently high in key stages 1 and 2. In 2025, external assessments showed that more than 90% of pupils exceeded expectations by the end of Years 2 and 6. By the end of Year 6 pupils are well prepared to make an excellent start on the science curriculum in key stage 3. Pupils' progress in key stage 3 is particularly strong with all pupils exceeding expectations in national tests.

The number of pupils studying science in key stage 4 and in the sixth form is very low. In 2025 only 13 pupils were entered for IGCSE examinations, with variable rates of attainment and progress. None took examinations in science in the sixth form. Inspection evidence for key stages 4 and 5, including lesson observations, work scrutiny and scrutiny of internal and external assessments, indicates that attainment and progress are now outstanding. For example, pupils who were entered early for IGCSE physics in November 2025 attained at least one and a half grades higher than expected.

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

Across the early years and key stage 1, pupils make excellent rates of progress that match their levels of progress in the core subjects. Teachers plan lessons with precision, ensuring that subject-specific knowledge and skills are developed systematically. As a result, pupils build secure foundations across the full range of subjects.

In key stage 2, pupils continue to make strong rates of progress across a broad and well-balanced curriculum. In Years 5 and 6, specialist subject teachers enhance the quality of provision further. For example, pupils in Year 6 benefit from an ambitious design and technology programme, which includes discrete units in resistant materials, textiles and food technology. Pupils apply their learning practically, preparing and cooking foods such as granola and flapjacks, supporting their understanding of nutrition and enabling them to discuss confidently the principles of a balanced diet, including the Eatwell Guide.

This excellent attainment and progress continues in key stage 3. In music, for example, pupils combine composed riffs with harmonic accompaniment, aligning closely with ambitious IGCSE

requirements. Granada Learning (GL) assessments show that the majority of pupils make better than expected progress across all subject areas.

Pupils make strong rates of progress across subjects including Spanish, geography, history, economics, art, physical education (PE), design and technology and business studies. For example, in Spanish, history and design and technology, progress from their starting points at the beginning of key stage 3 is over one whole grade more than their expected grade. The academy provides a similarly broad curriculum for the very small number of pupils in key stage 4 and 5. Due to the small cohort sizes in these year groups, comparative attainment data with national and international averages is not statistically significant.

### **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 outstanding 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 academy has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The academy'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.

Pupils follow a British curriculum which meets the requirements of the EYFS framework, the NCFE and the specifications of English examination boards. Leaders have made appropriate adaptations to take account of the academy's context. The academy's curriculum prepares pupils exceptionally well academically and socially for the next stage of their education.

Taking into account the small number of pupils currently in Years 11 and 12, the academy offers an appropriate range of examination subjects with 14 IGCSE, 11 A levels and one BTEC National Diploma in applied science.

The curriculum is structured logically, from the early years through to Year 12. Consequently, teachers build very effectively on pupils' prior learning. This carefully considered sequencing results in a particularly positive impact on pupils' rates of progress and attainment.

Subject curriculums take very good account of the varying needs of pupils, including those with SEND and those with EAL needs. The curriculum gives teachers the flexibility to design teaching which is very well adapted for individual and group needs.

Each subject makes contributions to pupils' knowledge of life in modern Britain. For example, in key stage 2, pupils learn about Tim Peake when studying space and in Year 12, A-level students learn about British politics.

Aligned with the academy's values, pupils learn about British values. There are many and varied opportunities for pupils to engage in democracy, such as by voting for their class and age-group representatives on the students' council. Older pupils talked enthusiastically to inspectors about taking part in a Model United Nations (MUN) conference with other schools across the Aldar group. Pupils learn about respect for those with differing characteristics including age, gender, race, religion, disability, pregnancy and maternity. UAE law prevents the academy from addressing gender reassignment, marriage and civil partnership, sex and sexual orientation.

The academy has a well-devised moral education programme linked to personal, social, health and economic (PSHE) education. Pupils learn about character building, morality, contribution to their community, civic responsibilities, cultural development and diversity. From circle time

in the nursery year, as they move up the academy, pupils gain an increasingly deep and suitable understanding of themes such as healthy relationships and emotional well-being.

Leaders ensure that the academy's curriculum takes full advantage of the rich heritage of the local area. For example, younger pupils visit the Heritage Village to build dhows and learn about Emirati embroidery.

The academy offers an extensive range of extra-curricular opportunities which are extremely well attended. Prominent amongst these is the wide range of activities to promote sustainability, one of its four 'unique selling points' that the academy has identified. The 'Farm to Fork' initiative, which is part of the academy's exceptionally strong links with local industry, gives pupils exciting opportunities to experience working with animals and plants on a sustainable farm.

The academy offers wide-ranging and up-to-date careers advice. There is a full-time careers counsellor who enables every pupil from Year 9 upwards to have high-quality individual careers guidance. Staff guide sixth-form students through the university application process. In Year 10, and again in Year 12, all pupils participate in a week of work experience.

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

Teaching consistently enables pupils to acquire secure knowledge, apply their skills accurately and deepen their understanding over time. Lessons are orderly and purposeful, reflecting the academy's 'Teacher DNA', which sets clear expectations for clarity of instruction, responsive teaching and appropriate challenge. As a result, learning time is maximised and pupils make strong rates of progress from their starting points.

Teachers demonstrate strong subject knowledge through precise explanations, clear modelling and well-judged questioning. Across the academy, teachers routinely connect pupils' new learning to prior knowledge and require pupils to articulate these links explicitly. This ensures learning builds coherently and supports pupils in moving beyond recall, explaining concepts with increasing accuracy and confidence. For example, pupils were observed drawing on earlier scientific learning to explain processes such as changes of state, using accurate terminology and refining explanations, following teachers' prompts before new concepts were introduced.

Questioning is used highly effectively to check understanding and tackle misconceptions. Teachers require pupils to justify answers, explain reasoning and consider alternatives. Paired discussion and whole-class dialogue encourage thinking effectively, enabling teachers to identify and deal with misconceptions before learning progresses. As a result, pupils develop confidence in articulating ideas and refining their thinking.

Modelling is used strategically to improve the quality of pupils' work and deepen their levels of understanding. In English, teachers analysed exemplar responses linked to examination-style

questions, guiding pupils to identify strengths and areas for development before applying this learning independently. In a Year 8 lesson exploring 'The Manhunt', pupils used drama techniques to interpret figurative language and emotional meaning. Through clear modelling, defined success criteria and targeted questioning, pupils refined their interpretations before articulating responses orally and in writing. This approach secured a deeper understanding of metaphor and enabled pupils to express complex ideas with increasing precision.

Learning is structured through the academy's 'Bronze–Silver–Gold - Challenge for All' framework, ensuring all pupils are appropriately stretched. In mathematics, pupils are required to explain methods using accurate mathematical language and to justify their solutions clearly. Teachers support pupils in moving from procedural fluency to reasoning and explanation, applying previously learned strategies to increasingly complex problems. Younger pupils' fluency in mathematics is improving rapidly but it is not as strong for older pupils as a result of prior gaps in learning.

Assessment is highly effective. Teachers routinely check pupils' understanding during lessons using targeted questioning, paired discussion, mini-whiteboards and digital tools. Misconceptions are identified and dealt with swiftly, ensuring learning remains secure. Teachers circulate effectively, targeting individuals and groups to confirm pupils' understanding and adapt teaching in the moment.

Summative assessment is used accurately. Internal judgements are moderated within and across phases, with external benchmarking used to validate accuracy and ambition. Leaders and teachers use assessment information to refine curriculum delivery and ensure appropriate challenge and progression. Pupils understand assessment expectations clearly and demonstrate the attributes of the academy's 'Learner DNA', including independence, collaboration, critical thinking and resilience.

Technology is used purposefully to enhance learning and assessment. Interactive whiteboards support the modelling of concepts and discussion, while pupils use digital tools to capture their learning and demonstrate understanding. In communication-focused activities, pupils rehearse and refine their spoken contributions using green-screen technology that places their presentations in environments of virtual reality. In other lessons, pupils programme robotics equipment to follow planned sequences, applying their problem-solving skills collaboratively.

As a result of consistently high-quality teaching, precise assessment and purposeful use of resources, pupils make strong and sustained rates of progress over time and are well prepared for each new stage of their education.

## 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.

Mamoura is a welcoming, highly inclusive community where pupils feel known, valued and listened to. Relationships across the academy are warm, respectful and purposeful, creating a calm and positive climate in which pupils feel safe to be themselves. Shared values, including the academy's 'TRACK' values of Trust, Respect, Academic Achievement, Confidence and Kindness, are well understood by pupils and guide daily behaviour, interactions and decision-making across the academy.

Pupils' behaviour is consistently positive. They are courteous, considerate and take pride in their conduct. Across the academy, pupils demonstrate respect for adults and for each other, responding well to clear routines and expectations. Pupils speak confidently about the reflection process, explaining how this supports them to think about their actions, repair relationships and move forward positively. As a result, pupils develop resilience, self-esteem and a secure understanding of how their behaviour affects others.

Pupils are encouraged to take responsibility and participate fully in academy life. A wide range of leadership opportunities is available to all, including the students' council, peer support roles and initiatives introduced by pupils such as 'best buddies'. This Year 6 initiative now supports pupils across all year groups who might be anxious and worried and is an example of where pupils' ideas have led directly to change, demonstrating that the pupils' voice is meaningful and acted upon. These experiences support pupils' development of confidence, initiative and a strong sense of service to others.

Leaders gather pupils' views regularly through structured discussions, councils and informal conversations. Pupils value the fact that adults listen carefully and follow up concerns, and they can identify trusted adults whom they would approach for support. This reinforces pupils' confidence that their voices matter and that the academy responds thoughtfully to their needs.

The academy promotes fundamental British values appropriately. Pupils understand democracy through representation, elections and shared decision-making. They recognise the importance of rules and fairness and value individual choice within a well-ordered community. Pupils speak naturally about difference with maturity and empathy, demonstrating mutual respect and tolerance. There is no evidence of partisan political views being promoted. Discussions are balanced, age-appropriate and educational in purpose.

Pupils have age-appropriate knowledge of public institutions and services. They can identify key institutions in the UAE and describe their role in society, reflecting respect for the host country's culture, traditions and national identity. Older pupils also demonstrate awareness of public institutions in the UK, including governance structures, education pathways and public services. This supports pupils' developing sense of citizenship locally, nationally and internationally.

Inclusion is evident in daily practice. Pupils with SEND and pupils with EAL needs participate fully in academy life through adapted tasks, visual supports, explicit vocabulary teaching and guided discussion. Gender equality is reflected in leadership opportunities, activities and sports, and pupils speak positively about fairness and equal access. The academy's rich international community further strengthens pupils' understanding of diversity, tolerance and mutual respect through daily experiences rather than tokenistic activity.

Sustainability and environmental awareness are exceptionally well developed across the academy; it is lived and breathed. In key stage 2, pupils explored environmental responsibility through the text 'The Green Turtle's Journey of a Lifetime', linking literacy learning with conservation, habitats and human impact. Displays across the academy reinforce sustainability and global awareness as part of everyday practice. Pupils have also proposed working with other Aldar schools to make transport more sustainable, demonstrating agency, responsibility and civic engagement.

Pupils cultural and spiritual development are supported through opportunities for reflection, discussion and creative expression. Pupils engage with a wide range of texts and experiences, representing different cultures and perspectives. Displays reflect the UAE, reinforcing a strong sense of identity and belonging. Spaces such as the 'Allotment Garden', 'Sustainability Corridor' and 'Dialogue Den' support pupils' emotional literacy and thoughtful reflection. Pupils demonstrate empathy and insight when discussing feelings, motivations and experiences.

As a result of the academy's inclusive culture, shared values, respect for the host country's laws and strong relationships, pupils develop high levels of confidence, self-respect and respect for others. They leave Mamoura as considerate, reflective and socially responsible individuals who feel valued, supported and well prepared to contribute positively to their communities and wider society.

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

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

The academy has a well-established safeguarding culture, very strong pastoral systems and highly effective health and safety practices. Leaders provide a safe, well-managed environment. They prioritise the welfare of pupils and staff. In BSO surveys and discussions

with inspectors, parents and pupils expressed strong confidence in the academy's arrangements for welfare, health and safety.

Safeguarding arrangements are very strong and meet the requirements of both the UK and UAE. Training is comprehensive, with key senior staff qualified to the highest level. All staff undertake regular safeguarding training linked to Keeping Children Safe in Education (KCSIE) guidance. They understand how to spot the signs of neglect and abuse. Staff understand their role in safeguarding pupils and the whole academy community. All staff use the online reporting system consistently well for early identification of, and response to, concerns. A child-protection committee has effective oversight, ensuring that staff monitor vulnerable pupils and implement agreed actions.

Pupils benefit from wide-ranging pastoral provision, supported by key staff who are highly skilled and qualified. There are structured induction and transition processes that help pupils new to the academy or phase to settle in quickly with help from staff and their allocated 'best buddies'.

Pupils and their families have a comprehensive understanding of the academy's well-devised behaviour policy. The consistent implementation of this policy contributes strongly to pupils' positive behaviour in lessons and at social times. Staff record incidents appropriately and restorative approaches are effective in allowing pupils to understand the effect of their behaviour on themselves and others. There is a clear anti-bullying policy. Staff have acted swiftly and effectively to deal with the few recorded incidents of bullying.

Pupils learn how to keep themselves safe through subjects such as computing and science. Themed assemblies also contribute to pupils' awareness of safety in a variety of contexts. Leaders ensure that vulnerable pupils have strong support from counselling, the work of the academy's social worker, peer leadership and structured lunchtime groups.

Leaders prioritise health and safety compliance and record it well. Policies align with UK, UAE, local and Aldar requirements. Risk assessments are thorough, with regular review. Fire-safety procedures are rigorous and clear, as evidenced by a very well managed incident which occurred during the inspection. Procedures are in place for all fire evaluations, planned and unplanned, for the safe storage of medicines and chemicals and the testing of electrical equipment. Site security, transport arrangements and medical provision exceed minimum expectations, with high levels of trained first aiders, fire wardens and clear systems to control access to the academy.

Pupils' attendance is broadly in line with the England average. The academy works very well with families to raise awareness of the positive impact of good attendance on pupils' academic and social development.

## Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

Leaders implement rigorous recruitment procedures that ensure all staff and proprietors are suitable to work with children. The academy maintains a comprehensive single central record (SCR) that includes all required checks for teaching and support staff, supply staff, volunteers and governors. Records include dates of appointment, identity verification, qualifications, right to work, medical fitness, employment history and references. Leaders record enhanced criminal record checks, including Disclosure and Barring Service (DBS), International Child Protection Certificate (ICPC) or equivalent overseas checks, and confirm barred list and prohibition checks, where applicable.

Aldar's central human resources team oversees recruitment and conducts thorough pre-employment checks. Staff files are stored securely on the electronic document management system and are accessible only to senior leaders and auditors. Leaders complete safer recruitment training and apply this consistently. Interviews include safeguarding questions, and offers of employment remain conditional on satisfactory checks.

The academy applies robust procedures for third-party providers and individual assistants. Leaders ensure that these adults complete appropriate checks and participate in a safeguarding induction. Where necessary, these adults have restricted access to parts of the academy.

## Part 5. The premises and accommodation

The school meets the requirements of this standard.

The academy's premises and accommodation meet all required standards and provide a safe, well organised and highly effective environment that supports pupils learning, well-being and inclusion.

Leaders ensure toilet, washing and changing facilities are suitable, clearly designated for pupils, and accessible across all phases. This supports dignity, privacy and consistent daily routines for all pupils, including those with additional needs. Separate facilities are provided appropriately and changing and shower provision enables older pupils to participate safely and confidently in physical education. Medical accommodation is well located and appropriately resourced with readily accessible toilet and washing facilities nearby, enabling staff to respond promptly to pupils who are unwell or injured. This ensures pupils' health needs are met swiftly and sensitively during the school day.

Drinking water is readily available across the site, clearly labelled and separated from toilet areas, with hot and cold water provided for effective handwashing. This promotes strong hygiene practices and supports pupils' health consistently. Lighting and acoustics across classrooms and shared spaces are carefully designed, resulting in calm, bright environments that support pupils' concentration, communication and purposeful learning. These conditions particularly benefit pupils with sensory, communication or additional learning needs, ensuring equitable access to learning spaces.

The academy provides high-quality indoor and outdoor facilities for physical education and recreation, including a sports hall, astroturf areas and an indoor swimming pool. These facilities are accessible to all and enable pupils of all ages and abilities to develop their physical skills, confidence and teamwork throughout the year. Specialist learning spaces significantly enrich pupils' experiences. Areas such as the 'Speaker's Corner', 'Dialogue Den', drama studio, music rooms and science laboratories support pupils' creativity, oracy and confidence, offering flexible spaces where pupils can express ideas, rehearse learning and engage in collaborative work. Displays celebrate learning and cultural connections, including British and UAE heritage, reinforcing pupils' identity and sense of belonging.

The site is clean, secure and well maintained. Leaders deploy security, cleaning and maintenance staff very effectively, ensuring pupils feel safe and supported throughout the school day. As a result, the premises and accommodation are used efficiently and purposefully, strengthening pupils' safety, engagement and achievement across the academy.

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

The school meets the requirements of this standard.

In the BSO survey and in discussions with inspectors, parents expressed very positive views of all aspects of the academy. Their views align with inspection findings. They highlighted a strong community ethos which makes families feel well known, welcomed, included and listened to. Parents value the inclusive and welcoming nature of the academy. To help them settle in, the academy links newly arrived families from other countries with families from the same country of origin who are more established in the UAE. Leaders ensure that all the academy's nationalities are represented on parental groups. A typical comment was, 'We know that all of our voices matter'.

Parents see communication as a key strength of the academy's relationship with parents. The academy's website contains all the required information. In addition, there are multiple effective channels of communication, including the 'Live Aldar app', which allows parents to have access to information such as their child's report, class timetable and attendance rates. Parental representatives for each year group run and monitor popular social media groups to remind fellow parents about key events. Parents confirmed with inspectors that staff and leaders are available and approachable if they need to discuss anything further.

The academy arranges events which enable parents to find out more about subjects and teaching and learning approaches. Staff arrange parents' workshops for each subject and parents also benefit from opportunities to look at pupils' work through regular 'Parent Peek' sessions. There are also opportunities for parents to meet each senior leader informally, for example at regular coffee mornings.

Termly written reports give parents clear and detailed information about their child's academic attainment and progress as well as their attitudes and behaviour. Parent and teacher meetings provide them with opportunities to discuss their child's report individually in person or online.

Parents value opportunities to contribute through surveys and the Parents' Association. In discussions with inspectors, they confirmed that leaders respond to their views. For example, in response to parental views, leaders changed the format of the newsletter so that it is now more concise and user-friendly.

Parents volunteer to organise academy events such as the UAE National Day. They use their professional contacts to arrange for inspirational role models to talk to pupils. For example, a female Emirati astronaut and the first female Emirati chef visited the academy last year to talk about their experiences.

## Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The academy implements a clear, written complaints policy that sets out a clearly staged procedure with timescales and personnel involved at each stage. This is available on the academy's website for parents, as well as through the 'Live Aldar app'. Leaders take all concerns seriously, no matter how minor, and the academy has a dedicated executive, the Parental Relations Executive (PRE), that manages initial complaints. The vast majority of complaints are managed and resolved through the PRE, logging concerns and discussing with leaders. The PRE monitors trends and patterns that are reported to governors.

After this and other internal stages, there are then three more formal stages for complaints to be heard that include independent scrutiny from the Aldar central team.

## Part 8. Leadership and management of the school

**Leadership and management** of the school are outstanding.

Leaders at all levels have established a calm, well-organised culture that provides a strong foundation for pupils' academic achievement, personal development and well-being across a diverse population. The academy meets the BSO standards in full. A clearly articulated mission, rooted in Mamoura's values, is understood and brought alive by staff and pupils, shaping a purposeful and inclusive community.

Strategic direction is exceptionally well understood by Aldar, governors and academy leaders. This shared clarity ensures that improvement initiatives are carefully introduced, implemented effectively and evaluated rigorously. Aldar executives work alongside the Strategic Governance Group (SGG) to ensure the school operates within clear legal and financial parameters. The academy's improvement plan is communicated clearly, enabling all stakeholders to understand priorities and contribute meaningfully. Pupil leaders play an active role in this process, proposing their own improvement priorities and reflecting leaders' genuine commitment to the pupils' voice.

Leaders identify and cultivate distinctive strengths across the academy, including highly engaging learning environments, a visible commitment to sustainability and productive partnerships with local industry that enrich pupils' experiences. Self-evaluation is accurate and draws on a wide range of evidence, enabling leaders to plan strategically and respond swiftly where improvement is required. Leaders demonstrate determination and a secure understanding of strengths and areas for development.

Actions taken to improve teaching and learning over the past two years have resulted in clear improvements in attainment, particularly in the key stages 1 and 2. Leaders secure these gains through impressive consistency in academy systems, pedagogical approaches and planning expectations. This consistency promotes full equity of experience and high outcomes across the academy.

Governance provides high levels of expertise and effective oversight. The SGG and three core committees monitor leaders' actions against agreed priorities. Aldar executives facilitate the sharing of effective practice across the family of schools and provide robust quality assurance through knowledgeable professionals. Parental representatives contribute valuable local insight and objective challenge, further strengthening governance.

Performance management arrangements are rigorous and purposeful. Aldar sets ambitious key performance indicators for the principal, which cascade into clear targets for senior and middle leaders. High expectations are balanced with strong professional support, enabling staff to develop expertise and pursue leadership pathways. The introduction of an online coaching platform for all staff has strengthened self-reflection and professional dialogue. Staff speak positively about the transparent culture and support that they receive with the consistently high quality of lesson planning reflecting the impact of this approach.

Leaders place personal development at the heart of the academy's work. Pupils benefit from a broad range of enrichment opportunities, including educational visits, extra-curricular activities and industry partnerships. Initiatives such as the Year 6 'best buddy' programme strengthen relationships and support pupils' well-being, reflecting leaders' proactive approach to pastoral care.

Inclusion is a clear strength. Provision for pupils with SEND is highly effective and led with expertise and commitment, ensuring tailored support and strong progress. Early years leadership is equally secure, characterised by effective parental engagement, timely intervention, particularly for pupils with EAL, and a clear focus on embedding foundational skills.

Middle leadership is well established and contributes strongly to sustained improvement. Targeted professional development, delivered internally and through the Aldar Academy, builds capacity and confidence. Leadership succession planning is effective, exemplified by the seamless interim appointment to academy principal of the lower academy principal. Most members of the executive leadership team have completed, or are completing, the National Professional Qualification for Headship (NPQH).

Leaders promote diversity and equality with much conviction. Pupils articulate clearly that everyone is valued, reflecting the lived experience of the academy's 'TRACK' values.

The academy's safeguarding culture is very strong. An unplanned fire evacuation during inspection demonstrated pupils' and staff members' secure understanding of procedures and exemplified leaders' highly organised approach.

Mamoura is, above all, a listening school. Leaders actively seek feedback and demonstrate an unwavering commitment to continuous improvement in the best interests of all pupils.

## Early Years Provision

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

The early years provision at Mamoura is outstanding and makes a strong contribution to the academy's overall effectiveness. Children typically enter nursery with starting points below age-related expectations, particularly in communication and language. Many have EAL needs. Through carefully planned teaching, targeted support and early intervention, children make rapid and sustained rates of progress. By the end of the Reception Year, the proportion achieving a good level of development is well above that seen in the UK. Children are socially, emotionally and academically well prepared for a confident transition into Year 1.

Leadership and management are highly effective. Leaders maintain a clear vision that prioritises language development, purposeful exploration and high-quality adult and child interaction. Assessment systems are accurate and used well to identify need, including for children with SEND and EAL. Early identification and close collaboration with inclusion staff ensure that barriers to learning are removed swiftly. Leaders monitor provision through shared planning, observation and professional dialogue, sustaining consistency across nursery and Reception Year.

Teaching and assessment are consistently strong. Adults model language precisely and introduce vocabulary intentionally across all areas of learning. During exploration time, children apply early literacy, mathematical and scientific understanding through practical investigation. For example, children predicted and tested which conditions melt chocolate fastest, using emerging scientific vocabulary to explain their thinking. In role-play areas, children applied early writing skills to record simple narratives. Adults use questioning and observation effectively to adapt learning in the moment, ensuring that children consolidate understanding before moving on.

Children's personal development and behaviour are significant strengths. Children demonstrate independence, curiosity and resilience. They cooperate during shared tasks, manage routines confidently and show care for each other. Calm, nurturing relationships ensure that children feel safe and ready to learn.

Partnerships with parents are strong and support continuity between home and school. Welfare, health and safety requirements are met securely. As a result, children achieve excellent outcomes and the early years provision makes a substantial contribution to the academy's wider effectiveness.

## Sixth-Form Provision

Whilst the academy contains sixth-form provision, there are currently three students studying in this phase. References to their experiences have been mentioned where appropriate in other parts of the report.

## Compliance with regulatory requirements

Mamoura British Academy 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). Mamoura British Academy 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 academy might wish to consider the following point for development:

1. Younger pupils' fluency in mathematics is improving rapidly but it is not as strong for older pupils as a result of prior gaps in learning. Pupils' attainment in mathematics is typically not as high as it is in other subjects. Leaders should maintain their commitment to the high quality of pupils' mathematical recall and mental agility in order to improve the attainment of mathematics across the academy.

# Summary of inspection judgements

Outstanding				
Good				
Satisfactory				
Inadequate				

## The quality of education

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

## Pupils' spiritual, moral, social and cultural development

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

## Welfare, health and safety of pupils

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

Overall effectiveness of leadership and management	X			
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## School Details

<b>Name of school</b>	Mamoura British Academy
<b>Type of school</b>	Private
<b>Date school opened</b>	2015
<b>Age range of pupils</b>	3 to 18
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	1,164
<b>Number on roll (part-time pupils)</b>	N/A
<b>Annual fees (day pupils)</b>	54, 360 AED - 80, 690 AED
<b>Annual fees (boarders)</b>	N/A
<b>Address of school</b>	Al Nahyan Camp, Abu Dhabi, UAE
<b>Telephone number</b>	02 885 7100
<b>Email address</b>	principal@almamouraacademy.sch.ae
<b>Headteacher</b>	Susan Adshead (Acting Principal)
<b>Proprietor</b>	Aldar Education

## 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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