



**British School
Overseas**
Inspected by Penta International

Inspection report

Arcadia Global School

Dubai

United Arab Emirates

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Contents		page
1	Purpose and scope of the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	7
5	Standard 1 The quality of education provided by the school	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	12
	5.3 Standards achieved by pupils	15
6	Standard 2 The spiritual, moral, social and cultural development of pupils	17
7	Standard 3 The welfare, health and safety of pupils	20
8	Standard 4 The suitability of the proprietor and staff	23
9	Standard 5 The premises and accommodation	25
10	Standard 6 The provision of information for parents, carers and others	28
11	Standard 7 The school's procedures for handling complaints	30
12	Standard 8 Leadership and management of the school	32

1. Purpose and scope of the inspection

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

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

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

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

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

During the inspection visit, over 50 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with pupils. The inspection took place over three days.

The lead inspector was Colin Dyson. The team members were Kimberley Barber, Lee Connor, Pramodini Madhusoodanan, James McDonald and Marcus Wild.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are: Part 1 – ‘2(2)(d)(ii)- encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;’ and Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

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

3. Overall effectiveness of the school

AGS is a thriving, values-driven learning community with exceptional leadership, outstanding behaviour, and a strong British curriculum. Teaching is consistently good with areas of excellence, and pupils make strong progress. A rich curriculum, inclusive ethos, and strong parental engagement ensure a nurturing, high-achieving environment where children are happy, confident, and well-prepared for future success.

3.1 What the school does well

There are many strengths at the school, including:

1. Pupils who consistently demonstrate outstanding behaviour, fostering a respectful, calm, and purposeful learning environment across all phases of the school.
2. The strong sense of belonging which unites pupils, staff, and families, reflecting a shared commitment to the school's vision and values.
3. The school places family happiness at the core of its mission, with robust partnerships that empower parents and carers as active participants in school life.
4. Co-constructed visual displays and classroom environments which celebrate pupil ideas, showcasing creativity and ownership of learning spaces.
5. Purpose-built, high-quality facilities which enrich learning and wellbeing, and reflect the school's investment in the inspiring, inclusive environment.
6. Wellbeing values are lived daily, ensuring that every member of the school community feels supported, respected, and cared for.
7. Teamwork which is a defining feature of Arcadia Global's success, with staff collaboration underpinning curriculum design, decision-making, and continuous improvement.
8. The governors who plays an integral role in shaping strategy and celebrating school progress, holding leaders to account while nurturing innovation.
9. Leadership at all levels which is strategic, forward-thinking, and focused on sustainable excellence across academic, operational, and pastoral domains.
10. Planning processes which are coherent and consistent across year groups and subjects, supporting high standards in teaching, learning, and assessment.

3.2 Points for improvement

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

- i. **Strengthen Teaching Practice:**
Build on the most effective teaching seen, by sharing best practices through regular collaboration and peer learning.
- ii. **Improve Writing Quality:**
Prioritise consistent good quality handwriting in KS1 and KS2 and enhance content and structure in secondary pupils' writing.
- iii. **Grow a Connected Community:**
As the school expands, deepen community engagement through inclusive events and shared initiatives to retain the strength of the 'AGS family'.

4. The context of the school

Full name of school	Arcadia Global School				
Address	Arcadia Global School PO Box: 391858 Adjacent to Furjan Metro Station Dubai-UAE				
Telephone number/s	+971 4 559 9700				
Website address	https://arcadiaglobal.sch.ae/				
Key email address	andrew.wilson@arcadiaglobal.sch.ae				
Headteacher/ principal	Andrew Wilson				
Chair of board/proprietor	Dr Navin Valrani (CEO)				
Age range	3 years to 13 years				
Total number of pupils	1,639	Boys	828	Girls	811
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	163	
	<i>3-5 years</i>	716	<i>17-18 years</i>	0	
	<i>6-11 years</i>	760	<i>18+ years</i>	0	
Total number of part-time children	0				

4.1 British nature of the school

Arcadia Global School (AGS) exemplifies a strong British character in both its ethos and delivery, fully meeting the standards set for BSO. The school has embedded British values and educational structures throughout its curriculum, leadership model, pastoral care, and daily operations, while also ensuring its practices are sensitive and responsive to the local context of Dubai.

The curriculum is unmistakably British in design, following the national curriculum for England across all phases. Teaching is structured around clearly defined key stages, and subject content is delivered in a manner that aligns with expectations in UK schools. As the school continues its phased expansion to Year 13, it plans to introduce both IGCSE and BTEC pathways, ensuring pupils are well prepared for recognised British qualifications.

In observed lessons and school-wide initiatives, AGS promotes key British educational priorities such as critical thinking, independence, and inquiry-based learning. This was evident in activities such as time capsule creation and the exploration of historical events like the Great Fire of London, which foster deep reflection and contextual understanding. Teaching strategies place a strong emphasis on pupil voice and autonomy, empowering learners to take ownership of their education.

The leadership and staffing structure mirrors that of a UK school. Positions such as key stage leader, teaching and learning leader, and vice-principal are common across the school, and many senior leaders are either UK-trained or have undertaken British leadership qualifications, including NPQH and PENTA Level 2 certifications. Leadership meetings and professional development cycles reflect UK best practice, ensuring a consistent and strategic approach to whole-school improvement.

Britishness is also reflected in the school's pastoral care and pupil leadership. AGS has implemented a robust form tutor system and a house structure that encourages camaraderie and healthy competition. Pupil leaders are democratically elected, including house captains, pupil council representatives, and leadership figures from Early Years to secondary. These systems not only reinforce democratic values but also give pupils meaningful opportunities to contribute to school life.

British values — democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs — are consistently promoted across the curriculum and wider school experience. In the Early Years Foundation Stage (EYFS), children vote for class stories, and in later stages, voting systems are used to select pupil council representatives or decide on co-curricular activities. Assemblies, tutor sessions, and subject-specific tasks are also structured to explore and celebrate these

values, ensuring pupils understand both the theoretical and practical applications of British principles.

The school's timetable and structure also follow a British model, with 50-minute lessons, scheduled breaks, and a broad range of curriculum enrichment activities akin to UK schools. Pupils participate in weekly after-school clubs, and continuous professional development (CPD) for staff is built into the regular timetable - another hallmark of British schooling. Staff development is continuous, focused, and tied to improving outcomes in teaching and learning, safeguarding, and pupil wellbeing.

Pupil behaviour and interaction at AGS are closely aligned with British school expectations. There is a shared culture of respect, high standards, and mutual responsibility, which contributes to a calm and orderly environment. Policies such as classroom charters — co-written by pupils and teachers — further cement a values-based culture that echoes the principles underpinning British education.

Moreover, the school's self-evaluation and improvement planning are guided by UK standards. A recent in-depth self-review has informed a School Improvement Plan (SIP) that mirrors the reflective and data-driven model commonly found in outstanding UK schools. The school's quality assurance processes include regular monitoring, lesson observation cycles, and evaluation against British benchmarks.

The inclusion of British character is not limited to academics or policy — it also permeates the cultural life of the school. Displays, learning celebrations, and themed days often draw on British heritage, literature, and historical events. These cultural experiences are not only informative but help build a sense of identity and global citizenship among pupils. Celebrations of diversity sit alongside British traditions, enabling pupils to understand and respect different perspectives within a framework of shared values.

The British nature of AGS is not only evident but thoughtfully implemented across all areas of school life. From curriculum and leadership to values and culture, the school provides a holistic British education experience while remaining rooted in its international setting. This thoughtful integration ensures that pupils benefit from the best of British education, preparing them to be confident, responsible, and globally minded citizens.

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

The quality of education provided is good with outstanding features.

AGS delivers a well-structured curriculum that nurtures inquiry, creativity, and critical thinking. Teaching is engaging and pupil-centred, supported by consistent assessment practices that guide progress. Pupils achieve high academic standards, with strong outcomes across core subjects. The curriculum fosters both academic excellence and personal growth, preparing learners for success in a global context.

5.1 Curriculum

The quality of the curriculum is good with some outstanding features.

The curriculum is a dynamic and evolving, crafted to meet the diverse needs of its learners while aligning with the highest standards of British education. From the foundational years through to secondary, the curriculum reflects a commitment to academic rigour, personal development, and holistic growth. With a thoughtful balance between structure and flexibility, the school nurtures curiosity, fosters creativity, and supports every child in becoming an engaged, independent learner.

The EYFS curriculum stands out as a hallmark of excellence. Children are placed at the centre of learning, and their developmental needs and interests guide daily practice. The curriculum across all EYFS classes is uniformly outstanding, with a consistent vision that promotes the holistic development of each child. It is notably language-rich, fostering communication, vocabulary acquisition, and early literacy. Children are immersed in purposeful, engaging activities that build both spoken and written language in meaningful ways. Planning meticulously covers all seven areas of learning and includes a strong emphasis on awe and wonder. Classrooms are nurturing, purposeful, and values led spaces where children are encouraged to explore, express, and thrive.

Creativity is embedded throughout the EYFS curriculum, with open-ended learning opportunities that develop imagination, independence, and critical thinking. Teachers expertly model language and pedagogy, using continuous provision to invite exploration and deep thinking. Assessment is seamlessly woven into play and daily interaction, ensuring that each child receives challenge and support tailored to their unique developmental journey. The

use of provocations—such as sensory footprints or imaginative role-play—further reflects the values-led and inquiry-rich approach embraced in EYFS.

In the primary phase, the curriculum is good with some outstanding features. It is well aligned to the English national curriculum and thoughtfully adapted to pupil interests and local relevance. From Years 1 to 6, curriculum planning is consistent and coherent, using long-term, medium-term, and weekly plans to guide progression. Lessons are enriched by well-sequenced schemes such as *White Rose Mathematics* and *Read Write Inc.* phonics, ensuring that pupils follow a structured and rigorous pathway.

Throughout primary, the curriculum is enhanced through signature programmes like *STREAM*, *Posana*, *Global Explorers*, and *Junior MBA* (JMBA). These initiatives bring breadth and balance, supporting pupils' academic, personal, and social growth. Ethical themes - including ecology, environmental responsibility, and social justice - are interwoven, reflecting the school's commitment to real-world learning and values-based education. Assessment in Primary is a clear strength. Systems are in place to identify and stretch gifted and talented pupils, while also supporting pupils who speak English as an additional language (EAL) and those with special educational needs and disabilities (SEND) through individual education plans (IEPs) and educational learning plans (ELPs). Formative and summative assessments guide curriculum delivery, help monitor pupil progress and inform timely interventions. The scaffolded development from formative to summative assessment ensures pupils receive the right level of challenge across subjects and phases.

British values are actively embedded within the curriculum. In primary, democratic processes such as class voting and pupil leadership elections promote pupil voice and civic responsibility. Assemblies, pastoral programmes, and whole-school events—including the innovative 2040 Time Capsule—encourage pupils to engage with democracy, mutual respect, liberty, and the rule of law in both practical and reflective ways. Across all key stages, these values underpin a respectful, inclusive culture that celebrates diversity.

In Years 5 and 6, curriculum cohesion is particularly strong, with consistency in planning between class groups and across subjects. The curriculum at this level is enhanced further through real-world connections and interdisciplinary links. There is clarity in how assessments are scaffolded and how feedback informs learning. Differentiation is a notable strength, ensuring that EAL learners access learning effectively while gifted learners are appropriately challenged.

The secondary curriculum is equally impressive, especially considering the school's recent establishment. It upholds the principles of breadth, balance, and academic rigor, mirroring the standards of British education. Pupils engage with a wide range of subjects - from English and mathematics to humanities, sciences, languages, the arts and senior MBA Entrepreneurship —while also exploring themes across disciplines through integrated and collaborative projects. A strong emphasis on critical thinking, creativity, and problem-solving permeates all learning.

Teaching in secondary is marked by variety. Lessons blend independent learning with collaboration and digital integration. Windows laptops, interactive whiteboards, and educational software support learning and help tailor instruction. In the best lessons, more able pupils lead peer support activities, deepening understanding for all learners. Teachers' subject knowledge is strong, and planning reflects careful sequencing and alignment with curriculum goals. Assessment systems are rigorous and evolving, supported by GL assessments, CAT4, and NGRT benchmarking.

The school acknowledges the need to further enhance written communication skills, particularly among EAL pupils. Almost all students are new to Arcadia Global (2 terms), so this is a new development area. While verbal English is developing rapidly, written output in secondary requires targeted improvement. This forms part of a wider development focus, alongside the ambition to strengthen writing quality in KS1 and KS2 through improved handwriting consistency and enriched writing content.

Curriculum development at AGS is forward-looking and strategically driven. Professional development supports reflective teaching and aligns closely with school priorities. Staff collaborate across phases to share best practices, refine planning, and ensure continuity of learning. This collaborative ethos supports a culture of high expectations and continuous improvement.

5.2 Teaching and assessment

The quality of teaching and assessment is good with some outstanding features.

Teaching and assessment at AGS are key drivers of pupil progress and wellbeing, with consistently strong practice observed across all phases of the school. From EYFS through to secondary, teaching is marked by careful planning, inclusive strategies, and a focus on high expectations. The learning environment is nurturing and respectful, underpinned by strong relationships between staff and pupils, and a shared commitment to continuous improvement.

In EYFS, teaching is outstanding. Educators demonstrate a deep understanding of child development and the EYFS framework. Classrooms are creative and language-rich, filled with opportunities for exploration, problem-solving, and imaginative play. Teachers plan engaging, purposeful activities that balance structure and flexibility, allowing children to follow their interests within a well-organised framework. The quality of interactions is particularly notable. Staff expertly model language and values, encouraging children to express themselves with confidence.

Assessment in EYFS is seamlessly woven into daily routines. Teachers use high-quality observations to inform planning and next steps, ensuring that every child is appropriately challenged and supported. The use of provocations—such as footprints in sand or train journey role-play—stimulates curiosity and extends learning. Children are comfortable discussing concepts like “alacrity,” a reflection of the values-led and intentional teaching present from the earliest years.

In primary, the quality of teaching is consistently good, with some outstanding practice observed. Lessons are well-paced and purposeful, with clear learning intentions and visible differentiation. Teachers demonstrate secure subject knowledge and adapt their teaching strategies to meet the needs of their learners. Classrooms are welcoming and structured to support independence, with visual aids, working walls, and co-constructed displays used to guide and reinforce learning. A strong culture of mutual respect exists, enabling pupils to take risks, collaborate with peers, and reflect on their learning.

Teachers use formative assessment regularly to adjust instruction and address misconceptions. In Years 1 and 2, continuous provision is used

effectively to provide opportunities for independent exploration, supported by structured phonics instruction and targeted literacy and numeracy interventions. In Years 3 and 4, consistency in planning and assessment policy implementation is a notable strength. Classrooms reflect the learning journey with purposeful displays and a calm, focused atmosphere. Teachers use a variety of pedagogical techniques including enquiry-based learning, scaffolding, and adaptive teaching to support all learners. Formative assessment is particularly strong, with teachers using questioning to extend thinking and require justification or explanation of answers. Pupils respond well to feedback and demonstrate a clear understanding of their learning goals.

In Years 5 and 6, good practice continues with some emerging examples of excellence. Lessons are thoughtfully structured with consistent planning across classes and subjects. The integration of real-world issues—such as sustainability and social justice - into lessons reflects the school's holistic approach to education. Core values are embedded in classroom culture and curriculum content.

Assessment practices are embedded and clearly understood by staff and pupils. Teachers provide timely, constructive feedback, supported by a consistent marking system that uses colour-coding and symbols to enhance clarity. Pupils are encouraged to reflect and respond to feedback, which helps reinforce their learning. Lessons are effectively differentiated for EAL and SEND learners, with targeted support and scaffolded materials that ensure accessibility. Gifted and talented pupils are also identified and provided with appropriate stretch and challenge tasks.

At the secondary level, teaching is good overall, with some excellent practice. Teachers demonstrate high levels of subject expertise and design lessons that are engaging, relevant, and challenging. Planning reflects thoughtful sequencing and alignment with curriculum goals. Lessons often incorporate a mix of individual and group work, digital tools, and pupil-led exploration, which fosters a high degree of engagement and ownership over learning.

High-quality questioning is used to probe understanding, extend thinking, and keep all learners actively involved. In the best lessons, more able pupils support their peers, reinforcing concepts through peer teaching and collaboration. Teaching styles are varied to meet diverse learner needs, with independent and collaborative learning both well-represented. Technology is increasingly integrated into lessons, particularly through the use of laptops, interactive whiteboards, and online learning platforms. These tools are used

not only to engage pupils but also to support assessment, feedback, and differentiation.

Assessment systems in secondary are well-developed and improving. Regular formative assessments help teachers track pupil progress and adapt instruction as needed. External assessments such as GL Progress Tests, CAT4, and NGRT are used to benchmark performance and triangulate internal data. While verbal English development among EAL pupils is strong, written output is an area identified for further improvement. The school is addressing this through CPD, targeted intervention, and enhanced writing opportunities across subjects. Teachers are reflective and responsive, using assessment information to identify gaps and inform support strategies.

Across the school, behaviour is excellent and contributes to the effectiveness of teaching and learning. Pupils are attentive, motivated, and respectful. Classrooms are calm, orderly, and purpose-driven, which enables teachers to focus on learning rather than behaviour management. Pupils feel safe and supported, which contributes to a positive learning climate. Teachers and support staff build strong, trusting relationships with pupils, which enhances engagement and progress. High expectations are communicated clearly, and pupils rise to meet them.

Professional development plays an important role in maintaining high standards of teaching. Staff benefit from regular CPD sessions, coaching, and collaboration with the school's outstanding-rated sister school, Arcadia British School. This partnership allows for the sharing of best practice and alignment of pedagogy across settings. Teaching assistants and support staff are also well-integrated into the instructional process and receive training relevant to their roles. Teaching and assessment at Arcadia Global School are well-structured, responsive, and inclusive. The school creates environments where pupils are encouraged to think critically, collaborate, and take ownership of their learning. Assessment is used effectively to inform planning, personalise support, and track progress. As the school continues to grow, its commitment to developing reflective practitioners and evidence-based teaching strategies ensures that all pupils receive high-quality learning experiences that support their academic and personal growth.

5.3 Standards achieved by pupils

AGS achieves good academic standards, with evidence of strong progress across all key stages.

Although the school has only been operational since August 2023 and does not yet have long-term trend data, the early indicators suggest that pupils are exceeding expectations in many areas. Internal tracking systems and external benchmark data both point to high levels of pupil achievement relative to age and starting points.

The school has adopted a robust approach to tracking attainment and progress, using a combination of in-school assessments and external standardised tests such as the GL Progress Tests, CAT4, and NGRT enable teachers to validate internal judgments and adjust teaching accordingly. Across each key stage, assessment data is used not only to monitor academic performance but also to ensure interventions are timely and impactful. Pupils' progress is closely tracked, with clear systems in place to identify those at risk of falling behind and to provide appropriate support.

In EYFS, pupil achievement is a notable strength. By the end of Reception in June 2024, 78% of children had achieved a 'Good Level of Development' (GLD), outperforming the UK national average of 67.7%. Similarly, 73% met the expected level across the seven areas of learning, again exceeding national figures. These outcomes reflect the quality of early years teaching, the emphasis on language development, and the tailored support given to children from a range of backgrounds and starting points.

In primary, current attainment data also reflects strong performance. By the end of the 2023–24 academic year, 88% of pupils were meeting or exceeding expectations in English, 89% in mathematics, and 92% in science. These figures compare very favourably with UK national benchmarks, particularly considering the diverse range of learners, including many with EAL. The school's inclusive approach and focus on differentiation are clear contributors to these positive outcomes.

In secondary, early indicators are similarly encouraging. Although the school is still developing its secondary phase, pupils in Years 7 and 8 have shown better-than-expected progress in English, mathematics and science according to *GL* assessments. Teachers are beginning to use this data more extensively to inform planning, set ambitious targets, and ensure that pupils are on track to meet future qualifications. The school is also prioritising the development

of written language skills among EAL learners to bring written output in line with verbal fluency.

Attendance across the school is excellent, averaging just over 96%. This high level of engagement reflects pupils' enjoyment of school and contributes positively to academic performance. Behaviour is consistently exemplary, creating a calm and focused learning environment where pupils can thrive.

Although the school has not yet accrued multiple years of comparative data, the progress being made by current cohorts; particularly those with lower-than-expected starting points, demonstrates the effectiveness of the teaching and support systems in place. AGS is committed to building a sustained record of achievement as it grows, with continuous monitoring and analysis ensuring that pupil progress remains a central focus.

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

The social, moral, spiritual, and cultural (SMSC) development of pupils is a key strength of the school and is deeply embedded across its curriculum, environment, and ethos. This provision is not only comprehensive and inclusive but tailored to the school's unique context in Dubai, fostering a sense of belonging, responsibility, and global awareness among all pupils. From EYFS through to secondary, SMSC development is visible in daily interactions, school-wide initiatives, visual environments, and structured programmes designed to instil values and promote personal growth.

At the heart of AGS's SMSC approach are its core values, which underpin all aspects of school life. These values are consistently reflected in pupil behaviour, classroom conduct, and interactions throughout the school. AGS includes a rating for each value trait in pupil report cards (term 1/end of year), informing parents of their child's progress and attainment in the school values. Behaviour across the school is exemplary and goes beyond expected standards, supported by a values-led culture that emphasises respect, kindness, resilience, and integrity. These values are integrated into staff and pupil contracts and offer letters, emphasising the importance of community alignment with the school's ethos from the outset.

The school's commitment to inclusive values is evident in the diversity of its pupil and staff population. With approximately 29 nationalities represented among staff alone, AGS is a truly international environment that models respect and cultural understanding. Diversity is celebrated openly and purposefully, and pupils are regularly engaged in discussions and projects that explore global perspectives and cultural traditions. Teachers model inclusive behaviours, fostering an environment where difference is respected and every pupil is encouraged to express themselves confidently.

Spiritual development is nurtured through reflection, creativity, and a strong focus on emotional literacy. School assemblies provide opportunities for pupils to reflect on personal growth, ethical dilemmas, and current events in a supportive and thought-provoking setting. These gatherings are interactive and inclusive, often including pupil-led components that help build leadership and communication skills. The atmosphere during assemblies is respectful and attentive, reinforcing a shared understanding of the school's values and the importance of empathy and perspective-taking.

The *Posana* programme, AGS's creative bespoke programme for personal, social, health, and economic (PSHE) education curriculum (meaning 'nourish mind, body and soul'), plays a pivotal role in SMSC development. Originally developed in partnership with Oxford and later adapted to reflect the Emirati and school context, *Posana* is both relevant and responsive. Every class has pupil *Posana* leaders who help shape the direction of the programme, ensuring it remains meaningful and aligned with real-world concerns. Topics explored include mental health,

relationships, environmental responsibility, and digital citizenship. Lessons are age-appropriate, interactive, and grounded in the lived experiences of pupils.

Moral development is supported through explicit and implicit learning opportunities. Pupils are taught to consider their actions, reflect on right and wrong, and think critically about ethical issues. Concepts such as fairness, justice, and responsibility are explored across subjects and in co-curricular activities. Teachers consistently model and reinforce these principles, creating a culture where pupils hold themselves and one another accountable in constructive ways. Discussions on environmental sustainability, equality, and social justice are woven through the curriculum, enabling pupils to understand and act upon the impact they can have in their communities and the wider world.

The school promotes social development by providing pupils with extensive leadership opportunities and meaningful roles within the school community. From EYFS to Secondary, pupil voice is both valued and impactful. Leadership roles include class leaders, head boys and girls, eco warriors, and members of the democratically elected pupil council. These roles are more than symbolic - they come with responsibilities that affect real change, such as contributing to the school development plan, shaping uniform policy discussions, or advocating for subject offerings. For instance, pupils were involved in discussions about the future provision of design technology and expressed excitement about developments planned for the next academic year, showing clear evidence of agency and empowerment.

AGS also encourages reflective practice and ownership of learning from an early age. In EYFS, pupils engage in floor book conversations, reflecting on what they have learned and what they want to explore next. They vote for their class readers, enabling early experiences with democratic participation. Each class has a class charter, co-created by pupils, which outlines behavioural expectations and collective goals.

The school community actively engages with social and environmental initiatives. The eco ethos is evident in both infrastructure and pedagogy. AGS features an ecology garden and actively works toward sustainable development goals. The building itself uses 50% grey water and features eco-friendly design elements. Pupils are involved in sustainability projects and are led by a pupil-appointed ecology lead. These initiatives foster environmental awareness and a sense of responsibility for the planet, encouraging pupils to think globally and act locally.

Community is another vital element of the SMSC provision. Despite rapid growth, AGS has retained a close-knit, family atmosphere. Parents and pupils describe the school as a community where everyone feels known and valued. Family engagement is high, supported by a combination of digital tools and well-timed events that allow busy families to remain connected and involved. Pupil success is celebrated through awards, breakfasts, and displays that reflect individual achievements and school values. Symbols linked to the school values, designed by pupils during the school's founding, continue to be featured prominently around the school.

Extra-curricular activities (ECAs) also contribute significantly to SMSC development. With over 700 pupils participating in ECAs—amounting to a 55% uptake rate from KS1 to KS3—pupils have regular opportunities to develop teamwork, leadership, and service. Importantly, pupils have a say in which ECAs are offered, and provision is adapted termly based on their interests and feedback.

Feedback loops are strong throughout the school. Surveys are conducted regularly, and their results are clearly actioned. Pupils and parents report feeling heard, and examples of feedback being implemented—such as the planning of new DT facilities—are well known in the community. These systems reinforce a culture of respect, responsiveness, and continuous development.

SMSC development at Arcadia Global School is not a discrete programme but an embedded element of the school's culture ('Maslow before we Bloom'). Through its values-led approach, inclusive practices, and wide-ranging opportunities for reflection and leadership, AGS ensures that pupils grow not only academically but also personally and ethically. The result is a pupil body that is confident, respectful, and well-prepared to contribute meaningfully to the diverse and interconnected world they will inherit.

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

The provision for welfare, health, and safety is outstanding, fully aligned with BSO standards and deeply embedded in the school's operational culture.

Safeguarding is a shared responsibility embraced by all staff, and the school environment is intentionally designed to promote safety, wellbeing, and trust. Clear policies, robust procedures, and a proactive mindset characterise AGS's approach to ensuring that every pupil feels safe, supported, and valued throughout their school experience.

Safeguarding lies at the core of the school's welfare provision. All staff receive regular training, and designated safeguarding leaders, including governors, are certified to Level 3. The safeguarding team is visible, approachable, and supported by clearly displayed posters outlining roles and reporting pathways. *MyConcern* software is used effectively to log incidents, track follow-up, and ensure issues are addressed in a timely and structured way. A recent staff survey confirmed that 99% of staff are confident in how to use the system and understand their responsibilities, a reflection of the school's commitment to embedding safeguarding into everyday practice. The 1% received additional training.

Pupil supervision is thorough and responsive. During break times, staff are strategically positioned and proactive in engaging with pupils. The behaviour of pupils is exemplary, underpinned by a positive and respectful culture that prioritises emotional safety. The behaviour policy is consistently applied across the school and supports pupils in understanding expectations and taking responsibility for their actions. Incidents are rare, but when they occur, they are logged accurately, addressed through restorative dialogue, and followed up with appropriate interventions. Behaviour targets are agreed upon collaboratively between pupils and teachers, promoting ownership and accountability.

Online safety is also a priority. Pupils are reminded regularly, particularly during assemblies and class discussions, about the risks and responsibilities of online engagement. The school maintains robust firewalls and filtering systems to protect pupils from harmful content. Digital citizenship is addressed through curriculum integration and pastoral programmes, ensuring that pupils develop the skills to navigate online spaces responsibly.

Health and safety protocols are well established and regularly reviewed. The school site is secure and efficiently managed, with inner and outer gates monitored by trained security personnel. All visitors are required to wear identification lanyards and follow sign-in protocols. Surveillance cameras are in operation throughout the premises, and staff are trained to manage access and respond to potential threats. Signage across the site is clear and informative, especially around pick-up and drop-off areas, which are carefully controlled to ensure pupil safety at all times.

Within the school buildings, cleanliness and hygiene are of an exceptionally high standard. Toilet facilities are appropriate, regularly cleaned, and accessible across all areas of the school. Classroom environments are orderly and well maintained, promoting both safety and a sense of calm. Medical rooms are fully equipped and staffed by qualified nurses and doctors, ensuring prompt and professional responses to health issues. Regular medical checks, including dental, vision, and BMI assessments are scheduled into the academic calendar and carried out in collaboration with the school clinic.

In specialist areas such as science and ICT, safety protocols are visibly displayed and regularly reinforced by teaching staff. Pupils are reminded of expectations regarding safe behaviour, and practical sessions are conducted with high levels of oversight. As the school prepares to expand into Year 9 and beyond, plans are in place to enhance chemical storage and practical risk management in line with best practice for upper secondary provision.

The single central record (SCR) is meticulously maintained and audited regularly by the safeguarding governor. All personnel files contain the required documentation, confirming AGS's commitment to both UK and UAE safer recruitment standards. Recruitment processes include thorough background checks, reference verification, and safeguarding interviews, ensuring that only suitable staff are appointed. New hires undergo structured induction, including safeguarding training, which is documented and tracked centrally.

Risk assessments are a strength of the school. Every area of the premises, classrooms, stairways, outdoor spaces, laboratories are covered by up-to-date documentation. These assessments are detailed and reviewed regularly. Emergency procedures are rehearsed through routine fire and lockdown drills, ensuring staff and pupils understand their roles. Feedback from these drills is used to improve readiness and address any logistical concerns. Procedures for handling emergencies, medical, security, or environmental are clearly outlined in policy and supported by regular training.

Mental health and wellbeing are integral to the school's welfare strategy. The school takes a preventative and responsive approach, with wellbeing promoted through daily routines, pastoral care, and targeted interventions. Meditation and mindfulness are incorporated into assemblies and class sessions, offering pupils structured opportunities to pause and reflect. The in-house 'Ten Points Wellbeing' app supports staff in monitoring pupil emotional states and flagging early signs of concern. Pupils know how to access help and are comfortable speaking with trusted adults when needed.

The culture at AGS encourages open communication and shared responsibility for wellbeing. Staff are encouraged to model self-care and resilience, and this is reflected in high morale and staff attendance. Wellbeing surveys are used to track how both pupils and staff feel, and findings from the most recent data in 2025 indicated high satisfaction rates, with 89.2% of pupils reporting that they feel happy and excited about coming to school. For staff, wellbeing

was rated at 96% satisfaction, with an attendance rate of 98.1%, showing the school's environment to be both professionally and personally supportive.

Parents are confident in the school's approach to safety and care. Regular communication, prompt responses to concerns, and visible leadership presence all contribute to the high level of trust between home and school. Parents spoke positively about the consistency of behaviour management and the effectiveness of the school in creating a secure, welcoming environment for all children.

In conclusion, welfare, health, and safety at AGS are characterised by strong systems, visible care, and a proactive culture. From safeguarding and site security to pupil wellbeing and staff training, every element reflects a whole-school commitment to creating an environment where pupils feel safe, supported, and able to thrive. As the school continues to grow, its emphasis on embedding safety and wellbeing into its strategic planning ensures that welfare will remain a central pillar of the school's success.

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

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

The school benefits from a highly effective and strategically driven proprietorial model. The collaboration between Arcadia Education and the Al Shirawi Group demonstrates a clear, long-term commitment to excellence in British international education. The proprietor plays a pivotal role in ensuring that the school not only meets but exceeds British Schools Overseas (BSO) standards, particularly in areas of governance, staffing, and strategic planning.

The proprietor provides robust oversight through a multi-tiered governance structure that includes board-level, academic, and operational meetings. These are conducted regularly and provide school leaders with the accountability, guidance, and support required to ensure compliance and maintain high standards. This structured approach enables senior leaders to operate with clarity of purpose while benefiting from continuous challenge and encouragement.

A key strength of the proprietorial model is its strategic foresight. Since the school's inception, the proprietor has overseen its rapid expansion — from 800 pupils at launch to nearly 2,000 within two years — without compromising quality, safeguarding, or operational efficiency. The alignment of strategic goals with British educational standards ensures that the school's growth has been sustainable, coherent, and firmly rooted in best practice.

Staffing is another area of notable excellence. AGS maintains rigorous recruitment procedures aligned with safer recruitment protocols in both the UK and UAE. All appointments undergo thorough background checks, and all safeguarding documentation is meticulously maintained in staff files and the school's digital Single Central Record (SCR). The safeguarding governor audits the SCR regularly, reinforcing a culture of vigilance and accountability.

Staff retention is exceptionally high, with 96% of teaching staff indicating their intention to remain at the school and an attrition rate of just 4% in 2024–25. This reflects a positive working environment and the school's commitment to staff wellbeing, professional growth, and clear career progression pathways. The low turnover contributes to consistency in teaching quality and helps sustain a strong, cohesive school culture.

Professional development is prioritised at every level of the staffing structure. Senior leaders are actively engaged in UK-accredited qualifications such as the NPQH, while middle leaders benefit from a bespoke CPD programme created in partnership with Arcadia Education. Weekly planning and leadership meetings support collaboration, build leadership capacity, and ensure alignment with the school's improvement priorities.

Succession planning is both intentional and systematic. The school's "grow from within" model ensures a pipeline of future leaders and contributes to the long-term stability of the staff body. Coaching, mentoring, and peer support are embedded into staff culture, creating an environment of mutual trust, high expectations, and professional accountability.

The proprietor's investment in people, from teachers to operational staff is both substantial and strategic. Their commitment to developing a high-performing team ensures that AGS continues to evolve as a centre of excellence in British international education.

In summary, the proprietor plays a dynamic and visionary role in the life of the school. Through strong governance, high standards, and a commitment to professional excellence, the proprietor ensures that Arcadia Global School remains a thriving, values-led, and forward-thinking educational institution.

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding, providing an inspiring, inclusive, and safe environment that fully supports high-quality learning and wellbeing.

The design and maintenance of the facilities reflect a deep commitment to safety, functionality, sustainability, and aesthetics, aligning with the highest expectations of British international schooling.

From the moment one steps onto the schools, it is evident that the physical environment is a key enabler of the school's vision. Purpose-built and architecturally designed by Godwin Austen Johnson, the site has been carefully developed to serve a rapidly growing pupil population while upholding the core principles of safety, access, and educational enrichment. Every space, from classrooms to recreational areas has been designed to support a diverse and evolving curriculum.

Health and safety protocols are robust and consistently implemented across the school. Fire drills are regularly conducted and clearly documented, with designated assembly points and signage throughout the premises. All staff receive regular training in emergency procedures, ensuring swift, calm, and coordinated responses. The science laboratories and ICT rooms are equipped with safety instructions prominently displayed, and protocols for pupil supervision are consistently upheld. As the school expands into higher year groups, preparations for secure chemical storage and additional risk protocols are already underway.

The school's medical provision is outstanding. A dedicated clinic staffed by qualified doctors and nurses is fully equipped to handle day-to-day medical needs and emergencies. All health-related procedures, including medication storage and administration, are tightly managed. The clinic maintains detailed logs, and regular health checks including vision, dental, and BMI assessments are integrated into the school calendar. This proactive approach ensures a high standard of pupil health monitoring and care.

AGS's classrooms are bright, spacious, and ergonomically designed to suit pupils across all phases. Natural light and high ceilings contribute to a calm and stimulating learning environment. Every room is thoughtfully furnished with age-appropriate seating, interactive whiteboards, and easily accessible resources to support various teaching approaches, including collaborative and project-based learning. The physical layout supports both independent work and peer collaboration, promoting pupil agency and engagement.

Specialist facilities across the school are both impressive and purpose-built. The school houses multiple science labs, a state-of-the-art ICT suite, art studios, music and drama rooms, and dedicated dance spaces. For physical education, AGS provides a full-size AstroTurf football pitch, a multi-sport court, a semi-Olympic swimming pool, an organic farm, large library,

internal/external cricket nets and a learner's swimming pool. These amenities enhance not only the breadth of the curriculum but also the physical development and wellbeing of pupils.

In early years, the learning environment is tailored to young children's needs, with designated outdoor areas that encourage exploration, play, and creativity. Spaces are vibrant, secure, and responsive to pupil interests. Displays are co-constructed with children, celebrating their learning and promoting ownership and pride. This child-centred design extends across the school, with high-quality pupil work displayed throughout hallways and classrooms.

Cleanliness and hygiene are priorities at AGS. The entire site is maintained to an exceptional standard, with rigorous cleaning routines evident across classrooms, restrooms, and common areas. Hygiene facilities, including plentiful, well-stocked toilets, are age-appropriate, spotless, and regularly monitored.

Security across the school is robust, discreet, and professionally managed. Entry and exit points are carefully controlled through a double-gate system, with trained security personnel stationed at each perimeter. CCTV is installed throughout the school, and visitor access is tightly monitored via digital sign-in systems and visible identification badges. Staff and pupil lanyard systems ensure easy identification while promoting a culture of accountability and safety.

Accessibility is fully integrated into the design of the school. Entrances, hallways, and classrooms are equipped with ramps and elevators where necessary, and signage is clear, visible, and user-friendly. Disabled toilet facilities are available in each area of the building, and the school is entirely navigable for individuals with mobility challenges. This reflects the school's inclusive ethos and ensures that all members of the community can access learning and participate fully in school life.

Sustainability is embedded into the school's infrastructure and philosophy. Solar panels have been installed to reduce carbon emissions, and recycling initiatives and energy-efficient systems are in place. Pupils are involved in ecological initiatives through curriculum links and the school's Eco Council, which helps instil environmental responsibility as part of daily practice.

The school library is another standout feature. Modern, well-resourced, and centrally located, it offers a diverse range of texts catering to different ages, interests, and languages. The library functions as both a research hub and a quiet reading space, with comfortable seating areas and expert librarian support. It plays a key role in fostering a love of reading and inquiry-based learning across the school.

Comprehensive risk assessments are carried out regularly and cover all aspects of the premises — from classrooms and play areas to staircases, laboratories, and outdoor grounds. Emergency preparedness procedures, including lockdown and extreme weather protocols,

are clearly articulated and rehearsed. Documentation is detailed, up to date, and readily accessible to leadership and staff.

In conclusion, the premises and accommodation at AGS are not just compliant with BSO standards — they are outstanding. They reflect the school's vision of providing a world-class education within a safe, inclusive, and inspiring environment, where every aspect of the built environment supports and enhances the pupil experience.

10. Standard 6

Provision of information for parents, carers & others

The provision of information and communication with parents at AGS is of an exceptionally high standard. The school has created an open, collaborative environment where families are valued as central partners in the learning journey. A wide range of communication channels ensures that parents are consistently well-informed and actively engaged.

An open-door policy, praised by many parents, fosters daily, approachable communication. School leadership — including senior leaders and the parent relations executive — are regularly present at drop-off and pick-up, contributing to a welcoming and accessible atmosphere. Parents consistently describe AGS as having a strong “family ethos,” where their views are respected and their children are known, supported, and nurtured.

Information flow between school and home is comprehensive and transparent. Parents receive timely updates on academic progress through detailed reports, parent-teacher meetings, and learning menus. Homework expectations and curriculum overviews are clearly outlined, allowing parents to feel confident in supporting their children at home. Communication is also strengthened through digital platforms such as newsletters, the *Classlist* app, and the ‘Parent Hub’.

Parents report a high level of satisfaction with the school’s blend of academic rigour and personalised support. Teachers are commended for their detailed understanding of each child’s strengths and areas for growth. This attention to individual needs extends to pupils requiring additional support, including those in Arabic B or with SEND/EAL needs, and is managed with sensitivity and clarity. Support plans are communicated proactively, helping families feel included and empowered.

Safeguarding, behaviour, and wellbeing systems are similarly praised. Parents say their children feel safe, happy, and secure, which they attribute to strong pastoral care and clear policies. The behaviour policy is well understood by families, and any issues are addressed swiftly and professionally. Staff such as the behaviour counsellor were frequently mentioned as making a meaningful difference to children’s emotional wellbeing.

AGS’s character education programme that includes initiatives such as *Posana*, PSHE, and anti-bullying workshops further strengthens the partnership with parents, who value the school’s commitment to personal development alongside academic excellence. Opportunities for parental engagement are abundant and thoughtfully designed. From coffee mornings and school events to bespoke workshops, the school ensures that parents are given meaningful ways to contribute.

Feedback is actively sought and acted upon. Parents feel heard, with surveys, informal conversations, and meetings forming an important part of the school’s reflective practice.

Suggestions are acknowledged and frequently implemented this then enhances trust and strengthens the sense of community. This open, solution-oriented mindset is a hallmark of the school's home-school relationship.

Through clear, timely communication, a strong pastoral framework, and a culture of inclusion, AGS ensures that parents are not only well-informed but feel genuinely part of the school family. This reciprocal relationship is a cornerstone of the school's success and contributes meaningfully to its warm, values-led ethos.

11. Standard 7

The school's procedure for handling complaints

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

The school demonstrates a highly effective and transparent approach to managing complaints, fully aligned with BSO standards.

The complaints procedure is clearly defined, well-publicised, and embedded into the school's wider commitment to openness, responsiveness, and continuous improvement. The school adopts a staged approach to complaints, beginning with informal resolution wherever possible. This aligns with best practice across British schools, ensuring that concerns are addressed swiftly and proportionately at the earliest opportunity. Where required, parents can progress to a formal written stage, and ultimately, an independent panel review. This structured system promotes fairness, accountability, and thoroughness at every level of the process.

A key strength of AGS lies in the accessibility and clarity of its complaints policy. Written in plain English, it is readily available to parents and staff alike. Regular staff training ensures all members of the school community understand how to respond to concerns constructively and in accordance with the agreed procedures. This proactive training supports consistent, empathetic, and timely responses that reinforce the school's culture of care and respect.

Independent review is a hallmark of AGS's approach to complaint resolution. In cases where concerns escalate beyond the internal process, the inclusion of an impartial panel ensures procedural fairness and transparency. This commitment to objective review enhances stakeholder trust and reflects high levels of accountability within school governance.

Senior leadership regularly monitors and evaluates complaint trends. Logs are carefully maintained, and any patterns are reviewed to inform school-wide improvements. This systematic analysis allows the school to take a proactive stance in addressing root causes and refining practice. This is a clear example of how feedback loops are used not only to resolve issues but to improve policy and provision more broadly.

The school's broader feedback culture complements the formal complaints procedure. Regular parent satisfaction surveys, the Parent Hub, and termly coffee mornings provide multiple forums for parent voice, ensuring minor concerns are surfaced and resolved informally. Parents have frequent and easy access to leadership, with individuals such as the parent relations executive playing a pivotal role in supporting families and maintaining open dialogue.

Innovative initiatives such as the Innovative initiatives such as the 'FriendsOfAGS', the AGS Parent Association, support the *Classlist* parent to parent app with an ambassador in each

class, further strengthen early resolution efforts. . These platforms enable effective communication, prevent miscommunication, and reinforce a sense of shared purpose within the school community.

Evidence from the most recent parental feedback indicates high satisfaction with how concerns are handled. Over 94% of respondents reported confidence in the school's leadership and pastoral care. Parents consistently describe interactions with the school as respectful, solutions-focused, and underpinned by the school's strong value base.

In conclusion, the complaints procedures at AGS are not only compliant but exemplary. They are underpinned by transparency, fairness, and a genuine commitment to listening to and learning from the school community. This ensures that concerns are resolved efficiently, relationships are preserved, and trust in leadership remains strong.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are outstanding.

Leadership plays a central role in its development and success. In alignment with BSO standards, the school's leadership is structured, accountable, and committed to continuous improvement across all areas—from academic outcomes to wellbeing and operational systems.

In a relatively short period, the leadership team has established a clear vision for school improvement and demonstrated the ability to implement changes effectively. There is a strong emphasis on safeguarding, wellbeing, teaching quality, and staff development. AGS has introduced a comprehensive safeguarding framework that includes a single central record, safer recruitment protocols, and adherence to the 2024 'Keeping Children Safe in Education' guidance. All staff receive regular CPD in safeguarding, with 100% completion. The school also uses the *MyConcern* system to track and follow up on concerns and conducts regular audits through a safeguarding governor, creating a culture of vigilance.

Leadership capacity has developed alongside the school's growth. A clear and strategic hierarchy is in place, with defined roles at senior, middle, and pupil leadership levels. This structure supports effective decision-making, staff development, and succession planning. Many members of the leadership team are either working toward or have completed the National professional qualification for headship (NPQH), contributing to the school's growing internal expertise. Collaborative forums such as 'Gather and Grow', subject meetings (in secondary) and 'Housekeeping' meetings support joint planning, performance management, and quality assurance through regular self-evaluation.

The impact of this leadership structure is evident in teaching and learning. Lesson quality has improved steadily, with 71% of lessons rated good or better in 2024–25, compared to 52% the previous year. This improvement comes during a period of rapid pupil enrolment, highlighting the school's ability to maintain standards while expanding. Leadership draws on regular internal reviews and collaboration with its sister school, Arcadia British School, which is rated as outstanding. Shared CPD sessions and coaching between the two schools help ensure alignment in teaching approaches and school development.

Leadership also emphasises the use of data to inform decisions. Systematic monitoring of teaching, learning, and wellbeing allows leaders to track progress toward school-wide goals and make timely adjustments. This approach promotes accountability and supports long-term planning. One example is the in-house 'Ten Points Wellbeing' app, which monitors pupil emotional states and flags concerns early. In February 2025, 89.2% of pupils reported feeling happy and excited at school. Among staff, wellbeing is similarly prioritised, with 96%

expressing satisfaction and an attendance rate of 98.1%. Staff turnover remains very low, contributing to a stable, motivated workforce.

Professional development at AGS is targeted and ongoing. It includes workshops, peer collaboration, and coaching linked to both individual and whole-school priorities. This ensures staff are well-equipped with up-to-date teaching strategies and leadership skills, supporting both pupil outcomes and internal growth.

Community engagement is another area where leadership is effective. Communication with parents is regular and two-way, supported by tools like the *Classlist* app and weekly newsletters. The school also hosts events and coffee mornings, and the parent relations executive provides a direct line of contact for families. These efforts have contributed to increased parent satisfaction, reflected in the school's net promoter score rising from +49.4 to +62.4 over one year.

Pupil voice is also embedded within the school culture. Mechanisms such as the pupil council and regular feedback loops ensure pupils contribute to shaping their school experience. AGS promotes British values and core character traits through assemblies, visual displays, and recognition systems, encouraging a respectful and inclusive environment.

In summary, the school demonstrates strong and consistent leadership aligned with recognised educational standards. Its leaders prioritise pupil safety and wellbeing, invest in staff development, and maintain strong connections with families. Through effective planning, data-driven decision-making, and collaborative leadership, AGS continues to evolve while maintaining high standards and a clear focus on further improvement.