



Regent International
Private School

🇬🇧 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Emirates Hills
Type of school	Private
Opening year of school	1993
Website	www.risdubai.com
Telephone	0097143608830
Address	P.O Box 24857 Dubai-Greens-Emirates Hills
Principal	Janet O'Keeffe
Language of instruction	English
Inspection dates	21 to 24 November 2016

Teachers / Support staff	
Number of teachers	78
Largest nationality group of teachers	British
Number of teaching assistants	18
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	35%

Students	
Gender of students	Boys and girls
Age range	3-10
Grades or year groups	FS1 to Year 6
Number of students on roll	1078
Number of children in pre-kindergarten	0
Number of Emirati students	7
Number of students with SEND	25
Largest nationality group of students	Other European

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	CAT4
Accreditation	BSO 2015
National Agenda benchmark tests	GL



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

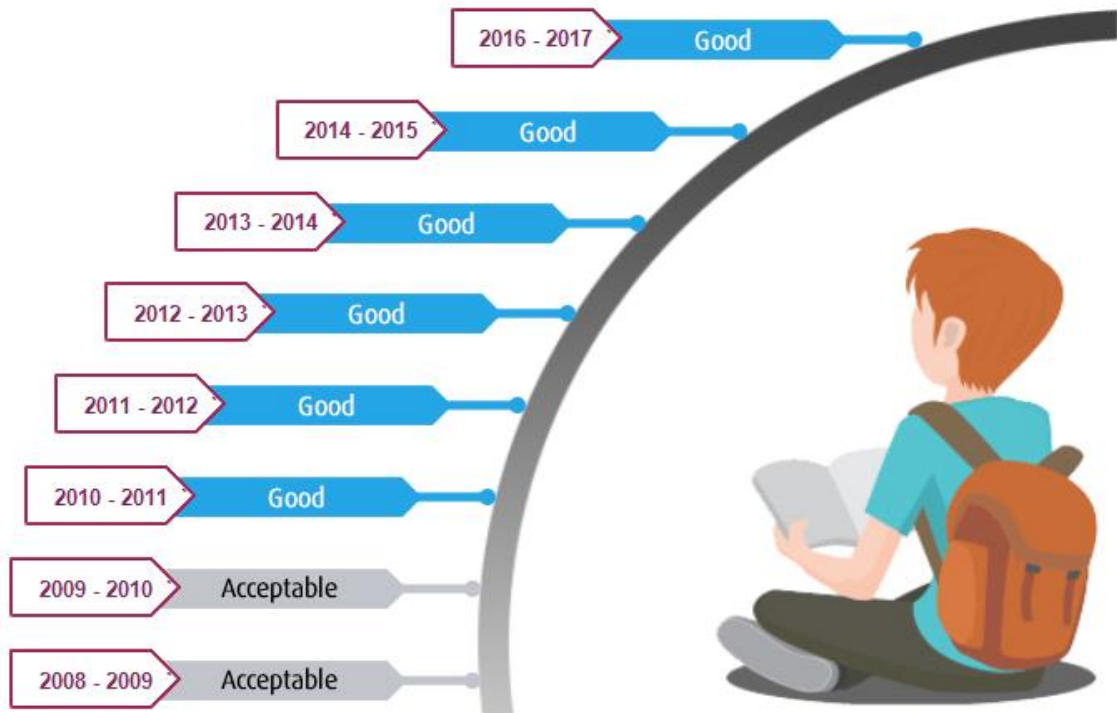
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Regent International Private School



- Regent International School opened in 1993. It no longer offers a secondary curriculum. Around one third of students and one third of the teachers are new. The restructured school leadership team consists of a head of school, an executive principal and an executive director of the Board. Thirty-three per cent of the Foundation Stage (FS) leaders and 40 per cent of primary phase leaders are new. Over half of the students speak English as an additional language (EAL).
- The FS has consistently provided a high quality curriculum and standards of teaching as well as ensuring the very positive progress of students in English, mathematics and science. The quality of students' personal and social development, and the care and support of students in the FS have featured as strengths in recent inspection reports.
- Recent reports have identified the need to improve students' attainment in Islamic education and in Arabic. The school was also asked to ensure more rigorous monitoring of risk assessment and to improve aspects of provision for students with SEND. The governing board was asked to provide more strategic leadership while allowing leaders to manage the day-to-day running of the school.

Summary of inspection findings 2016-2017



Regent International Private School was inspected by DSIB from 21 to 24 November 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the Foundation Stage (FS), attainment is outstanding in science and very good in English and mathematics. Progress is outstanding in all subject areas as are children's learning skills. In the primary phase, attainment in Arabic and Islamic education is acceptable. Students' progress is good, except for Arabic as a first language where it is acceptable. In English, mathematics and science attainment is good whilst progress is very good in English and mathematics and good in science. Students' learning skills are very good.
- Students' personal and social development is outstanding across the school. In the FS, children's understanding of Islamic values, their social responsibility and their skills in innovation are very good for their age. In the primary phases, these same skills and attributes are good.
- The quality of teaching and the use of assessment are outstanding in the FS. Teaching is very good in the primary phase, whilst assessment is good and in need of further development.
- Curriculum quality and adaptation is outstanding in the EYFS and is very good in the primary. The PE and ICT courses have been enhanced to engage students in making connections in their learning. Appropriate account has been taken in almost all subjects of the increased numbers of students who have English as an additional language.
- The provision for a safe, healthy and secure environment is outstanding across the school. Support for the care and support of different groups of students is also outstanding in the FS and is very good in the primary phase. The overall arrangements for students with special educational needs and disabilities (SEND) are good.
- Leadership, self-evaluation, partnership with parents and governance are good. Arrangements for the day-to-day running of the school and facilities to support learning are very good.

What the school does best

- The quality of provision in the FS is consistently high.
- Students' behaviour and attitudes and their relationships with their teachers and each other are exemplary.
- Teaching and learning is of a high quality particularly in the FS.
- The attention given to health and safety across the school is of a high quality.

Recommendations

- Improve attainment in Islamic education and Arabic for both first and additional language learners through planning for different levels of ability and by enhancing teaching to mirror the best practice in other subjects within the school.
- Improve assessment in the primary phase by:
 - validating internal assessments with a more rigorous comparison against the English National Curriculum standards
 - identifying discrepancies between internal assessments and international benchmark tests and correlating these in order to measure accurately students' attainment
 - ensuring all teachers use exemplars of levels within departments and subjects to make consistently accurate judgements of students' work
 - ensuring teachers use all available assessment information to enable students to achieve their full potential.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment as measured by the National Agenda Parameter tests is above expectations in English and below expectations in mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders compare international benchmarks against their internal assessments and against the results of cognitive ability tests. They do not make sufficient use of these data to improve attainment. All senior leaders and most teachers have had adequate training to interpret and analyse the National Agenda Parameter results.
- School leaders have analysed the National Agenda Parameter report for 2015/16 and have created an action plan to identify gaps and inconsistencies in teaching and the curriculum. The impact of this review is more evident in English but is inconsistent in mathematics and science.
- Teachers effectively support students' in the development of key skills but do not use a sufficient range of assessment information. They provide frequent opportunities to help students make meaningful connections to the real world. They encourage students to solve problems, apply critical thinking and determine their own lines of enquiry through research. These skills need further development to make meaningful connections across the curriculum.
- Most students are able to articulate their understanding of National Agenda targets. They are generally aware of the skills that will be tested but are less clear on how these will be compared to other assessments to give an accurate view of their performance.

Overall, the school's improvements towards achieving its National Agenda targets meet expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Leaders recognise the importance of innovation in enhancing learning. They encourage students to form personal opinions and take risks in their learning. Students are highly motivated and respond very positively when given opportunities to use learning technologies. They confidently carry out personal research and apply critical thinking both individually and in group discussions, for example in technology and PE classes where they are encouraged to reflect on their learning. Students' leadership and enterprise skills are not fully developed, especially in the upper primary phase. Opportunities for innovation and creativity are extensive in the FS through the thematic approach to curriculum design and the stimulating environment. This is increasingly so in the primary phase too.

Overall school performance

Good

1 Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Good	Not applicable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Acceptable ↓	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Good	Not applicable	Not applicable
English 	Attainment	Very good	Good ↓	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable
Mathematics 	Attainment	Very good	Good ↓	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable
Science 	Attainment	Outstanding	Good ↓	Not applicable	Not applicable
	Progress	Outstanding	Good ↓	Not applicable	Not applicable
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Very good	Not applicable	Not applicable

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Not applicable	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Not applicable	Not applicable
Social responsibility and innovation skills	Very good	Good	Not applicable	Not applicable

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good ↑	Not applicable	Not applicable
Assessment	Outstanding	Good	Not applicable	Not applicable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Not applicable	Not applicable
Curriculum adaptation	Outstanding	Very good	Not applicable	Not applicable

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Not applicable	Not applicable
Care and support	Outstanding	Very good ↑	Not applicable	Not applicable


6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good ↑
Governance	Good ↑
Management, staffing, facilities and resources	Very good ↑

Main inspection report



1. Students' achievement


 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good	Outstanding
Mathematics	Very good	Outstanding
Science	Outstanding	Outstanding

- In English, most children attain levels which are at least in line with the curriculum standards, with a large majority achieving beyond these standards. Children listen very carefully to stories. They recognise letters and their sounds and can write simple words. By FS2, most children write lists and sentences and enjoy reading picture books. Almost all make very good progress from their starting points and against the expected learning goals in lessons. Children with SEND make good progress in class and against their individual targets.
- In mathematics, most children attain in line with or above expected curriculum standards. They gain skills in numeracy and manipulate numbers with increasing confidence. Most recognise shapes and enjoy measuring in their play. In FS2, they can add one and two digit numbers accurately. From their start in the FS, most children make better than expected progress. In lessons, almost all achieve well against their different learning goals. With support, children with SEND make good progress in their individual targets.
- In science, almost all children attain very high standards against the FS curriculum for understanding the world. They are particularly skilled in making predictions and exploring. For example, FS1 children find out how chocolate changes from solid to liquid and back again. FS2 children mix ingredients, observe and record the changes scientifically. Most children, including those with SEND, make outstanding progress from their starting points and against the learning objectives in lessons.


Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Acceptable ↓
Arabic as an additional language	Acceptable	Good
English	Good ↓	Very good
Mathematics	Good ↓	Very good
Science	Good ↓	Good ↓

- In Islamic Education, most students have an acceptable knowledge and understanding of Islamic morals and values. They have an age-related understanding of the five pillars of Islam and the key events in the stories of the Prophets Moses and Abraham. Students who speak Arabic as a first language make good progress in most of the Islamic elements such as Seerah, Hadeeth and Islamic principles. However, they make less progress in applying recitation skills and in applying their learning to their own lives.
- In Arabic as a first language, students make expected progress in developing their listening and responding skills and reach levels which are expected for their age. Their ability to speak accurately and confidently using modern standard Arabic is limited. Students' progress in reading and writing is also acceptable; they can read familiar texts with accuracy but their reading comprehension and their ability to write creatively and independently are underdeveloped.
- In Arabic as an additional language, students' attainment is in line with expectations for their age. Students demonstrate a secure knowledge, understanding and application of language skills. Although they reach expected levels in listening, speaking and writing, their progress in developing reading skills is limited. Progress is variable across the phase. It is better in the upper primary classes and, from their starting points, it is good overall. A majority of students make better than expected progress in acquiring and using new vocabulary.
- Students' attainment in English is good when measured against national and international standards. Students are articulate and confident speakers. They develop good foundations in early literacy in lower primary classes and make very good progress in reading and writing in later years. They read increasingly challenging texts from different genres with understanding, and develop critical thinking skills to interpret what they have read. Students make very good progress in writing. They write fluently and accurately though older students do not routinely write at length or use complex sentence structures.
- A majority of students attain above the expected levels in internal school tests linked to the English National Curriculum. This is not reflected in external international benchmark tests for students in Years 3 to 6. However, most students achieve or exceed their predicted levels in all aspects of mathematics in diagnostic tests. The extensive work completed in their workbooks confirms the rapid progress students make in lessons and over time, and the very high standards achieved by the most-able students.

- In science, students exceed age related expectations when compared to the school's internal assessments as measured against national curriculum expectations for England. However, international benchmark test results for students in Year 4 to Year 6 are below expectations. In lessons and in students' work, attainment is good and progress, though variable, is good overall. Students' scientific knowledge is good and they have a secure understanding of scientific principles such as conducting a fair test. However, students' skills in the application of science are not developed consistently over the phase.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

Not Applicable

 Post-16		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

Not Applicable

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Very good	Not applicable	Not applicable

- Students are enthusiastic about learning and are confident when taking responsibility for their own learning. They immerse themselves in the thematic learning activities featured in most lessons. This is particularly evident in the FS where they can sustain their interest for significant periods of time. Targeted activities guide students in understanding how well they are doing and how to improve. All students respond well to feedback from their teachers and other students.
- Students enjoy working purposefully, both independently and in small groups. Most students make meaningful connections between their learning and the real world. Children develop their learning daily through role-playing and free-flow activities in the FS. In most primary classes, students make connections in applying their knowledge and understanding in different contexts. Year 5 students' understanding and appreciation for history is enhanced through a high-quality themed role-playing events, such as the sinking of the Titanic.
- Almost all students respond very well when involved in creative and imaginative activities. This is a more common feature of learning in the FS. Students' development in critical and higher-order thinking is inconsistent in primary classes. Students' learning is enhanced when they use technology to help them research or comment on their work. However, these opportunities are not consistently available to students.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Not applicable	Not applicable

- Almost all students across the school are highly self-reliant. They thrive on feedback and understand how they can learn from mistakes. They are increasingly resilient and able to persevere with their work. In lessons, students, including those with special educational needs, assess how their character strengths help them meet new challenges.
- Children in the FS get on very well with one another as they learn and play together. Students show very good self-discipline which contributes to the school's calm and purposeful climate for learning. Bullying is extremely rare and students co-operate very well together.
- Children in the FS are invariably kind and helpful to each other. 'Positivity Patrollers' look out for their peers through buddying and thoughtfully provided 'worry boxes'. Older students very responsibly help children in the FS. 'Student Voice' representatives take their advocacy role very seriously. Students are ready to put their values into action whenever they are given the opportunity.
- Across the school, students' understanding of safe and healthy living is very well developed and they consistently make wise decisions about their own well-being. Older students' opinions are taken into account, for example, regarding dining arrangements and healthy menus. Many participate in the various sporting activities on offer. In assemblies, they demonstrate their understanding of, and enthusiasm for, positive values and well-being.
- Attendance is very good. Almost all students arrive for school on time and are punctual for lessons.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Not applicable	Not applicable

- The majority of students in the primary phase have a secure understanding and appreciation of the values of Islam and how it affects local society in an Islamic environment. A large majority of FS children show awareness of Muslim dress and reply to Islamic greetings accordingly. Primary students demonstrate understanding of Muslim practices in Ramadan and the importance of respect and tolerance.
- Students in both phases strongly feel that Emirati culture is an integral part of their everyday school life. Primary students talk in detail about the historical background of the UAE and events that led to the union. Year 3 students, for example, can name the leaders of the different Emirates.
- Students are proud of their own culture and are respectful of other cultures around the school. By Year 6, students have a well-developed awareness of their own culture and understand the importance of the benefits of a multicultural society.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Good	Not applicable	Not applicable

- Students play an active role in the school community. FS children have a clear understanding of their responsibilities in the classroom and across the school. Students are keen to respond to the many opportunities to raise funds and contribute to local charitable initiatives. They participate in school celebrations and field trips, and support various events across Dubai such as assisting in cleaning local parks and beaches.
- Students have a very positive work ethic. They contribute willingly to school and community activities; children in the FS stage, for example, respond very well to enterprising initiatives such as selling cupcakes and milkshakes to raise money for people less-fortunate than themselves.
- Students care for the school environment. They participate in many projects, including keeping the school environment clean and tidy. They understand the benefits of recycling and participate in projects such as using fruit peel as compost to grow plants, and recycling cans and plastic. Students are knowledgeable and can speak about environmental issues such as global warming and its effects.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good ↑	Not applicable	Not applicable

- Teachers have a very strong knowledge of their subjects. In the FS and in most primary subjects they have a very good understanding of how children and students learn best and how to make learning meaningful and enjoyable. As an example, students in Year 2 learn about algorithms when programming a digital racing game.
- Almost all teachers plan interesting and exciting activities, such as a drama lesson in which students enacted life aboard the Titanic. Stimulating learning environments and helpful displays across the school support independent learning. Music teachers successfully develop students' skills and creativity.
- Most teachers in both the FS and primary phase are skilled at asking probing questions. These stimulate discussion and encourage children and students to think more deeply about their work. This is less well developed in Arabic where questions often require students simply to recall factual information.
- In the FS, teachers support children very effectively and sensitively in their learning activities. Primary teachers know students very well and usually tailor activities to support their specific needs. In the best lessons, students choose their own level of challenge and are encouraged to assess their own work. Physical education (PE) teachers, for example, are skilled at developing students' critical evaluations of their work.
- FS teachers are skilled at encouraging children to find solutions for themselves and to be innovative and creative. Teachers in both phases increasingly make effective use of technology to enable students to research and record their work. There are some very good opportunities for students to develop their thinking skills. Thematic days, for example, help students develop their mathematical skills using historical records to calculate the times of sea journeys.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Not applicable	Not applicable

- Internal assessments are coherent and consistent in both phases. In the FS, they are directly linked to the stages of development and the areas of learning in the early years' curriculum. In the primary phase, assessments for English, mathematics and science are aligned to the English National Curriculum. There are also internal assessments for Arabic.
- Attainment in English and mathematics is also assessed against international benchmarks from Years 3 to 6. Science benchmark assessments are included from Year 4 onwards. The school does not use external national curriculum tests.

- Internal assessment information is analysed in detail and used to track and monitor students' progress. Benchmark assessments are beginning to be used to validate students' achievements. Information from cognitive ability tests is also being used as an indication of their potential.
- School leaders are using assessment information to review the curriculum, to consider its effectiveness and to make adjustments. As a result, teachers in the primary phases are increasingly aware of gaps, for example in mathematics and science, and are using this information to raise their expectations to meet the needs of all students better.
- Most teachers have a secure knowledge about students' strengths and weaknesses and involve them in assessing their own learning against lesson objectives. They regularly mark their work and give written feedback to help them improve. Information about students' potential and cognitive ability is not fully analysed. Consequently, it is not used to set challenging targets for students and is not taken fully into account in planning lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Very good	Not applicable	Not applicable

- The school provides a skilfully planned curriculum. It successfully promotes enjoyment and personalisation, motivating students and developing their independent learning skills. Students benefit from high quality specialist teaching in music, PE and information technology (IT). The curriculum is compliant with the Ministry of Education (MoE) requirements for Islamic education and Arabic.
- The curriculum is very well planned to ensure that students systematically develop their knowledge, skills and understanding. The FS curriculum is exciting and stimulating, providing exceptionally well for personalised learning and the development of skills. Continuity and progression in planning ensures a smooth transition from FS to Year 1. Students are very well prepared for the next stage of their education.
- The FS and lower primary phase provide a very good range of purposeful experiences for children and students. These help develop a broad range of skills through child-initiated learning. In the FS, topics take account of children's interests and make learning meaningful. In the primary phase, students have good opportunities to follow their own lines of interest and enquiry through topic work and associated research.
- Cross-curricular themes, including UAE social studies and values education, are integral to the curriculum and connect students' learning very well through, for example, imaginative drama and food technology activities. Provision for independent learning, research and critical thinking is strong in the FS and is developing well in the primary phase.
- Regular reviews are having a positive impact on students' achievements, learning skills and personal development. Problem-solving in mathematics, application of scientific skills, enterprise and entrepreneurial activities are not fully embedded.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Very good	Not applicable	Not applicable

- The curriculum is modified effectively to meet the learning needs of most groups of students. Lesson plans almost always include activities of varying degrees of challenge. FS children have a significant amount of choice of activities matched to their stage of development.
- The curriculum engages and motivates students in both phases. The FS curriculum is embedded with creative and thematic learning. Opportunities for primary students to develop their skills in using technology are increasing. An extensive number of extra-curricular activities and field trips are offered enabling them to develop their skills and talents. The opportunities for primary students to develop their leadership skills through innovation and enterprise activities are increasing.
- The FS curriculum introduces children to the UAE traditions and language through learning Arabic numbers, basic greetings, colours and days of the week. Almost all classrooms have display boards that promote the UAE culture. Several primary lessons feature links to UAE landmarks and cultural sites in student projects and work to enhance their appreciation of the wider community.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Not applicable	Not applicable

- The child protection policy is comprehensive and provides clear advice to staff on managing safeguarding concerns. All staff have appropriate checks before their employment and receive induction and regular training on child protection. Staff respond sensitively to any students' and parents' concerns. Parents participate in workshops to raise their awareness of the dangers of the internet.
- The school has very effective procedures to keep students safe and secure. Rigorous risk assessments are carried out regularly across the facilities and for all activities outside school. All staff undertake first-aid training. Lifeguards are in attendance at both swimming pools to assist PE instructors. Bus transport is very well organised and students are supervised with great care.
- The school premises are very clean and hygienic. Thorough procedures are in place for on-going and regular maintenance. The facilities manager maintains accurate records of safety aspects, including fire drills, with clear details of any incidents and action taken. School nurses provide high quality care for students. They keep meticulous records of treatment and ensure medication is securely stored.

- Students benefit from a high quality interior and exterior school environment. All students' needs, especially those of younger children, are met through a high quality range of facilities and equipment. The school is accessible to all students currently enrolled. It has one lift to accommodate access to upper floors.
- Students are encouraged to follow healthy lifestyles. They bring healthy snacks and make healthy choices at lunch. They have many opportunities to be active and take exercise in PE and games and in after-school clubs. In lessons and around the school, messages about health are reinforced with attractive posters and displays.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Very good ↑	Not applicable	Not applicable

- Staff-student relationships across the school are characterised by mutual respect and warmth. In both phases, teachers' motivational interactions aim to promote students' positivity and resilience. New arrangements to support students to manage their own behaviour focus on learning from mistakes and exercising kindness and forgiveness. As a result, students are very clear about the high standards expected of them.
- The school's very thorough and systematic procedures ensure consistently high student attendance. Key staff swiftly contact parents in the event of unexplained student absence. The school engages positively with parents in cases where low attendance rates persist.
- The school accurately identifies students who have special educational needs and disabilities through a range of suitable assessments, teacher observations and information from parents. Teachers increasingly use assessment information and observations of students to identify those who may have particular gifts or talents.
- Consistently close collaborative working among staff ensures that the support for children with special educational needs or disabilities (SEND) in the FS is highly effective. Teachers and classroom assistants in the primary phase provide very effective support.
- Children's wellbeing and personal development are monitored very effectively through well-established systems and processes. Staff are alert and respond quickly to children's needs. In the primary phase, a recently introduced 'Values in Action' programme actively supports students to develop their strength of character. Students are active contributors to the programme.

Inclusion

Provision and outcomes for students with SEND

Good 

- The new school leadership has a clear and shared vision for high quality provision for students with SEND. This is having a positive impact on teachers' practice and students' achievements. An expanded specialist team caters for a wider range of educational need. A new, well-resourced Achievement Centre is assisting this. The admission policy does not fully reflect the inclusive practice.
- The school's revised approaches to identifying students with SEND include teachers' observations, a wider range of suitably detailed tests, and specialist advice where appropriate. The school is also improving the identification of students with gifts and talents.
- New leaders have made a very promising start to improving parent partnerships. Parents have growing confidence in the school's provision for their children. This is supported through earlier communication when students' needs are identified, together with timely, well-informed progress review meetings. A new parental discussion forum complements a wider range of well-received, supportive advice.
- Teachers and teaching assistants very effectively support students to meet targets in their individual learning programmes with tasks and activities being very well matched to individual needs. Teachers support students very well in lessons in the FS and increasingly well in the primary phase. Specialist staff also provide well-focused, individual support in the well-led Achievement Centre.
- Most students requiring support make at least good progress in lessons and over time. Progress against personal development targets and academic targets is tracked well by teachers and teaching assistants. It is monitored thoroughly by teachers and leaders. However, the ways in which teaching assistants and teachers share important information about students' progress are not yet sufficiently systematic.

6. Leadership and management

The effectiveness of leadership

Good

- The newly restructured senior leadership team has a shared vision of educational improvement across the school. The Executive Principal's strong leadership role since taking up his post is shaping the school's contribution to the corporate vision and values of the parent group. This increasingly reflects the school's objectives to create a learning environment that develops the educational and emotional intelligence of students.
- Leadership at all levels has been significantly strengthened. Overall, both new and experienced leaders have secure knowledge of the curriculum and best practice in teaching. This is most evident in the FS where consistently high standards are achieved. This positive ethos of improvement is fully embedded in the FS and is developing across the primary phase.
- School leaders increasingly engage with staff and parents to support school improvement. Newly appointed and established leaders collaborate very well resulting in very positive working

relationships across the school. All leaders and staff have clearly defined roles and responsibilities, which is helping the school to evaluate the quality of its work more rigorously.

- Leaders know the areas of the school that require improvement. They are increasing their ability to evaluate students' attainment and progress. Most are skilled in evaluating the quality of learning and teaching. Leaders in the FS are particularly effective in these areas and most leaders in the primary have already driven forward changes that are having a positive impact on students' learning and well-being.
- The school is promoting innovative working, such as opportunities for student-centred learning. Children in the FS are increasingly using i-Pads to record and evaluate their own work. Students in the primary phase are given opportunities in most subjects to analyse and make links in their learning. This is strongest in non-core subjects such as PE, music and computing.

School self-evaluation and improvement planning

Good 

- The school gathers and rigorously analyses a wide range of information to assist improvement planning. This includes detailed tracking of students' attainment and progress. At phase and departmental level, rigorous planning is evident and results in teachers and students in most subjects having clear ideas of how to improve. At school level, key priorities are accurately identified in school plans.
- Teachers are supported and challenged through regular monitoring of teaching and learning. Almost all school leaders skilfully evaluate teaching and are developing their abilities to evaluate learning. Teachers regularly discuss and agree targets for improvement with school leaders. This is helping ensure that students' learning is being supported effectively despite the recent significant changes in the school.
- The school's strategic plan is coherent and reflects agreed priorities. Operational plans are well defined and based on rigorous analysis. They contain measurable targets for improvement. School leaders know their school. However, both the school self-evaluation and action plans lack sufficient information on how leaders will measure the impact of the wide range of new school initiatives.
- The school has met the recommendation from the last report to improve the monitoring of its risk assessments. This has resulted in a very safe school. Governors also now focus on strategic thinking while delegating the day-to-day running of the school to the enhanced school leadership team. Teachers increasingly use common and appropriately-defined assessments in Islamic education and Arabic, particularly for second language learners. Provision for students who have SEND has improved significantly.

Partnerships with parents and the community

Good ↑

- Parents benefit from increased opportunities to visit the school. They participate in informative workshops and formal meetings to learn about the curriculum and the approach to teaching. Parents now link with parental class representatives who are increasingly developing their abilities to support learning. The Friends of Regent International raise funds and actively support school events and celebrations.
- The school has enhanced the range and quality of its communication systems with parents. The school's Virtual Learning Environment is full of useful information but is underused. Regular newsletters keep parents fully informed about school activities. While parents get regular information on, for example, year group homework, this does not always reflect the work given in class.
- In the FS, parents receive high-quality written and verbal reports on their children's progress, including information on how to help their children learn. Primary parents receive useful verbal and written reports. Formal reports and meetings take place at the end of a semester and there are weekly opportunities for parents to meet with teachers to discuss students' learning.
- Students enhance their learning through a range of visits linked to the curriculum. Local community groups make use of the school's facilities. The school has a few links with local schools and with the new sister school. However, the number of community, national and international partnerships is limited.

Governance

Good ↑

- The governing body is the Regent International School Advisory Committee (RISAC). It includes the owners, an Executive Director, who was formerly the school principal, and a broad range of parental representation. Members have a good understanding of the strengths and development needs of the school. Parent members have increasingly been invited to observe teaching and learning to help them contribute fully in discussions.
- RIAC meets monthly to evaluate the work of the school, including reviewing school priorities and students' achievements. This session, sub-committees have formed to expand parental representation and to help evaluate the effectiveness of the FS, the primary phase, inclusion, positive education and Islamic and Arabic. They are still developing their roles and have just started the process of agreeing committee priorities.
- The governing body's investment in leadership is beginning to enhance decision-making and accountability. Across the FS this is consistently making a positive impact on children's learning. In the primary phase, enhanced line management is increasingly focusing on raising students' attainment. This is still developing and has not been evaluated for its impact.

Management, staffing, facilities and resources




Very good ↑

- The governors are taking a more strategic role and are delegating to a greater extent school leaders' responsibilities for managing the school. The school is very well organised, supported by a range of effective policies and procedures. Staff across the school are clear about their roles and responsibilities linked to performance review targets.
- The school has a significantly enhanced number of teachers and school leaders. Heads and deputy heads have time to work directly with subject or stage leaders to ensure that agreed priorities are being taken forward. A very well-planned induction programme has assisted the school in integrating newly appointed teachers to ensure continuity of learning for students.
- Very good use is being made of the additional space following the transfer of secondary students. Specialist Islamic education, Arabic and SEND rooms have been created. Modified external areas provide stimulating learning facilities. Students can access an improved prayer room. The multi-purpose halls are used very well, for example, to develop dance and PE. Students study art, home economics and music in specialist rooms.
- The school library is well resourced. Display has improved and is particularly stimulating in the FS where teachers have created highly quality learning environments that engage and stimulate children. Teaching and learning resources in the primary have improved although the students rely in part on the Bring Your Own Devices (BYOD) initiative to enhance their use of technology.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	210
	2015-2016	278
 Teachers	46	
 Students	0	

*The number of responses from parents is based on the number of families.

- Around two thirds of parents and teachers responded to the questionnaire. No students were eligible to complete the survey.
- Almost all parents are satisfied with the quality of education and most feel that the school is well led.
- Parents consider that their children enjoy school, that they are being encouraged to be creative and curious, and that they are making good progress.
- They believe that the school promotes a love of literature and literacy in English but a minority do not feel this is the case in Arabic.
- A large minority of those who responded do not think that there is suitable counselling for their children's social and emotional needs or that their children are prepared suitably to browse the internet or use social media safely.
- Over half of parents did not feel well informed or involved in their children's education. They also thought that the school does not deal well with bullying or that it welcomes or cares for students with SEND.
- Teachers are very positive about all aspects of the school. A few want more educational resources and think that the school should enhance students' literacy and love of Arabic reading.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae