

Inspection Report



Repton School Dubai

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Nad Al Sheba
Type of school	Private
Opening year of school	2007
Website	www.reptondubai.org
Telephone	04 4269393
Address	Nad Al Sheba 3 & 4.
Principal	Jonathan Hughes D'Aeth,
Language of instruction	English
Inspection dates	2 nd - 5 th March 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	2198
Number of children in FS1	139
Number of Emirati students	241
Number of students with SEN	98
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	214
Largest nationality group of teachers	UK
Number of teacher assistants	53
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	26%



Curriculum

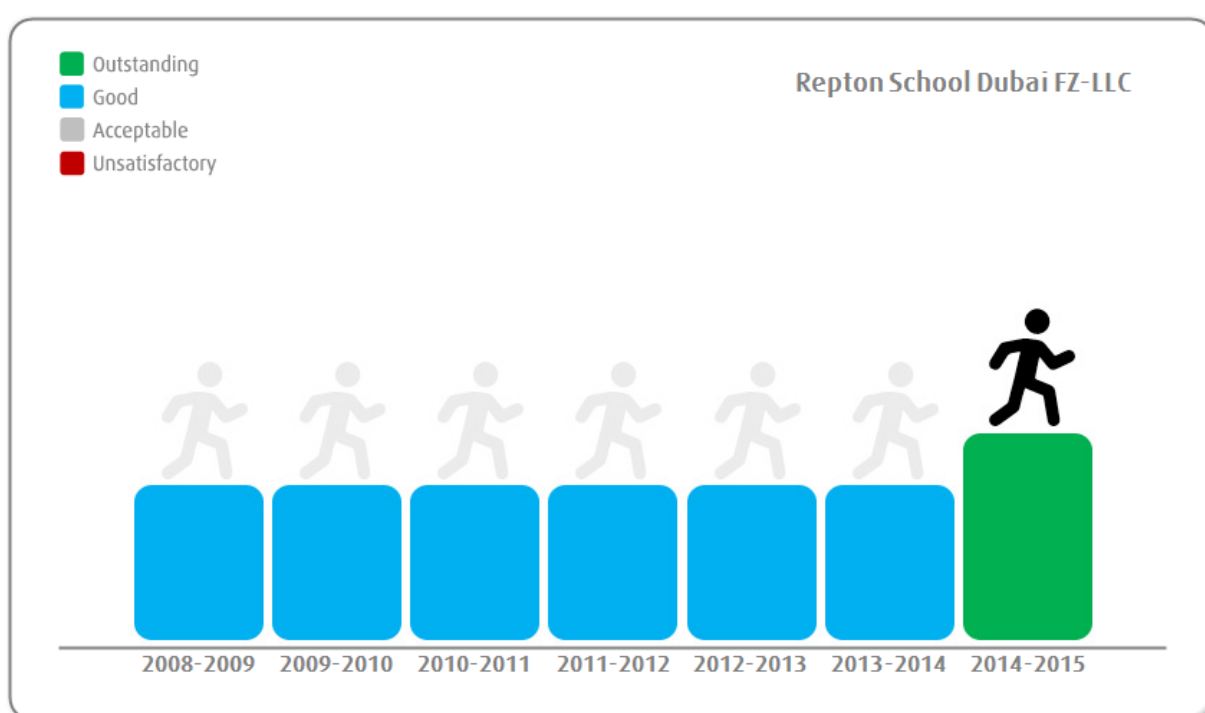
Educational Permit	UK
Main Curriculum / Other	UK/ IB
Standardised tests / board exams	CAT4, NFER
Accreditation	CIS



Dear Parents,

Repton School Dubai FZ-LLC was inspected by DSIB from 2nd - 5th March 2015, and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The provision and outcomes in the Foundation Stage were outstanding.
- Students' progress in English, mathematics and science in the Foundation Stage and the primary phase was outstanding.
- Students demonstrated outstanding attitudes and behaviour, and a strong sense of community and environmental responsibility.
- The high quality teaching effectively promoted students' learning skills.
- The quality and design of the curriculum were outstanding in most phases.
- The health, safety and support for students and staff were outstanding across the school.

Areas for improvement

- Improve the quality of teaching of Arabic by significantly reducing the use of English spoken during lessons and improving the accuracy of assessment of students learning to support better planning.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Repton School Dubai FZ-LLC



How well does the school perform overall?

Overall, Repton School Dubai provided an '**Outstanding**' quality of education for its students.







- Children made outstanding progress in the Foundation Stage in all key subjects. In higher phases, students made good or better progress in English, mathematics and science. The attainment and progress in Islamic Education were good in the primary and secondary phases. Progress was good in the post-16 phase. However, in the Arabic languages attainment and progress were only acceptable. Students enjoyed learning. They cooperated and collaborated with each other, and worked well individually when required to do so.
- Students across all phases demonstrated outstanding personal, community and environmental responsibilities.
- High quality teaching effectively promoted students' learning skills. Most teachers ensured that lessons engaged and challenged students.
- The quality and design of the curriculum met the needs of students.
- Outstanding attention was paid to students' health and safety. Students were well cared for and supported at all times.
- The inspiring leadership of the Principal, ably supported by the highly effective leadership team, had made a significant contribution to the school's success. Progress was evident in many aspects of the school's work. Leadership, management and self-review, had been strengthened. This had contributed to improvements in students' attainment and progress, except in Arabic as an additional language where there had been a decline in progress.



How well does the school provide for students with special educational needs?

- Students' with special educational needs made outstanding progress in their personal development, which supported their learning. In the Foundation Stage and in Year 1, children made rapid progress in their learning and development. Elsewhere in school, students' with special educational needs made good progress overall. Nevertheless, progress was variable across classes and year groups.
- The curriculum was appropriately modified for students receiving one-to-one or small group support. This accelerated learning and built up their confidence. In most lessons, the curriculum was modified well to meet students' needs. This was most effective for the youngest children.
- Teachers provided good support for students with a special educational needs. However, occasionally in some lessons teachers' planning did not provide for the individual learning needs of students with special educational needs.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good ↑	Good ↑	Acceptable
	Progress	Not Applicable	Good	Good	Good ↑
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable ↓	Acceptable ↓	Not Applicable
 English	Attainment	Outstanding	Outstanding ↑	Good	Good
	Progress	Outstanding	Outstanding	Good	Good
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
 Science	Attainment	Outstanding	Outstanding ↑	Good	Good
	Progress	Outstanding	Outstanding	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑




↑ Improved from last inspection

↓ Declined from last inspection






2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding




3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding 	Outstanding 	Outstanding 
Assessment	Outstanding	Good	Good	Good





4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding 	Outstanding 	Outstanding 
Curriculum design to meet the individual needs of students	Outstanding	Outstanding 	Outstanding 	Good

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding 	Outstanding 	Outstanding 

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding 
Self-evaluation and improvement planning	Outstanding 
Parents and the community	Good 
Governance	Good
Management, staffing, facilities and resources	Good 



School **Inspection** Report

Overall school judgement

Outstanding 

Key strengths

- There was outstanding provision and outcomes in the Foundation Stage.
- Students made outstanding progress in English, mathematics and science in the Foundation Stage and in the primary phase.
- Students demonstrated outstanding attitudes and behaviour and a strong sense of community and environmental responsibility across all phases.
- The high quality teaching effectively promoted students' learning skills across the school.
- The quality and design of the curriculum met students' needs and provided students with valuable learning experiences.
- The health, safety and support for all students was outstanding.

Changes since the last inspection

- The quality of teaching had risen to an outstanding level overall. This had led to improvements in students' learning skills.
- Improvements to curriculum planning and design ensured outstanding learning and personal development across all phases of the school.
- Refinements to support and guidance resulted in these aspects of the school's work improving to an outstanding level overall.
- Leadership, management, and self-evaluation, had been strengthened, contributed significantly to students' improved performance.
- Students studying Arabic as an additional language were making less progress compared to the previous year.

Recommendations

- Strengthen the teaching of Arabic language by:
 - using Arabic language as the means of instruction
 - improving the accuracy of assessment of students learning to support better planning.



Improved from last inspection







Declined from last inspection

1. How good are the students' attainment, progress and learning skills?



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	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Children in English lessons had developed their reading, writing, listening and speaking skills to very high levels. Almost all were very articulate and well spoken. They talked excitedly in detail about the stories that they had enjoyed. Most listened attentively. By the end of the phase almost all children read and understood simple sentences. Their phonics skills to decode unknown words were secure. This ensured confidence when attempting new words in their reading development. Most were writing simple sentences which they were able to read and share with others. Spelling and punctuation skills showed strong skill development.
- In mathematics, the youngest children made rapid progress in recognising numerals from 1 to 5 and the four basic geometric shapes. They used this knowledge to talk about the shapes of everyday objects and to arrange them into groups. By their second year, children had developed excellent mental mathematical agility. They could count reliably both forwards and backwards up to 10. Many could count up to 20 and beyond. Most children competently explained their thinking about the problems they solved when adding and subtracting two single-digit numbers. Most knew what estimating was and made realistic attempts to do so.
- Children made outstanding progress in the development of their understanding of the world. They understood the characteristics of living things, and the similarities and differences between plants and animals. They could describe the places where organisms live and what they needed in order to survive. They developed knowledge about healthy eating and healthy foods. Older children learned the importance of close observation, predicting, and investigating. They planted seeds, observed and measured plant growth, recorded observations and talked about changes, using appropriate vocabulary.



Primary		
Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable 
English	Outstanding 	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding 	Outstanding

- In Islamic Education the majority of students attained levels that were above expectations. By Year 5 students talked in detail about Zakat as the third pillar in Islam. They used references from different verses of the Holy Qur'an and the Hadith Sharif, to support their understanding. Students' memorisation skills were developing and their application of recitation rules (Tajweed) was secure. The majority of students made better than expected progress in all aspects compared to their starting points.
- Students studying Arabic as a first language developed secure listening and reading skills. Extended and creative writing were less developed. Most students made acceptable progress in the development of their speaking and writing skills. However, some lacked confidence in expressing their ideas and opinions, especially when speaking in formal Arabic.
- In Arabic as an additional language, most students' listening skills were not secure. They were given insufficient instruction in Arabic language by their teachers during lessons to develop their listening skills. The majority of students were able to give answers to basic questions about familiar topics. Students were able to read simple paragraphs but few understood what they read. Writing skills were emerging because students were being given frequent opportunities to practise their writing.
- In English, younger students spoke well and could increasingly convey meaning to their peers. They listened carefully. Some were able to ask questions about what they had heard. Older students talked and listened with increasing confidence on a range of topics. They used their expanding vocabulary to good effect. Younger students used their phonics and contextual knowledge to read words and determine meaning when reading simple texts. Older students read independently with fluency and accuracy. They shared their feelings and opinions about stories and poems they read. Students learned to write in a variety of styles. They were able to structure their sentences well and used punctuation effectively. Older students produced clear, imaginative, organised writing in a range of genres.
- In mathematics, younger students could count reliably. They used mental recall of addition and subtraction facts. Their understanding of two digit place value was secure. Year 2 students had a high level of competence when solving problems involving the multiplication of single digit numbers. They could name and describe the properties of 2-D and 3-D shapes. By Year 4, students could confidently solve problems. For example, they could find the missing dimensions from a cuboid when given its overall volume. Year 5 students were able to carry out surveys. They could accurately collect and record data and construct and interpret line graphs. Year 6 students were using a range of strategies when solving problems about real life situations.
- In science, most students had developed their scientific skills, knowledge and understanding to consistently high levels. Younger students developed their skills of observation during simple investigations. They developed their understanding of balanced diets and could compare and contrast healthy and unhealthy foods. They developed their scientific vocabularies. For example, they




described the value of proteins and carbohydrates in food. By Year 4 students consolidated their investigation skills. They could recognise that sound waves were made when objects vibrated, and knew that sound travels through materials. Most students showed competence in recording their investigative findings; they confidently used an array of graphs. Year 6 students could relate their theoretical understanding to their practical investigations.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable 
English	Good	Good
Mathematics	Outstanding	Outstanding
Science	Good	Good

- In Islamic Education, the majority of students demonstrated levels of knowledge, skills and understanding that were above expected levels. They could explain in detail Islamic Sharia terms. They used references from many verses of The Holy Qur'an and Hadith to support their understanding. Most students made better than expected progress from the various starting points.
- Students studying Arabic as a first language demonstrated levels that were in line of expectations in listening and reading. However, their speaking skills were inconsistent. Only a minority of students showed confidence when engaging in extended speech. However, too many lacked the skills necessary to share their opinions and express themselves in familiar contexts. Independent writing was not securely developed across this phase.
- In Arabic as an additional language, students' progress in developing listening and speaking skills was limited by the over-use of English during instruction. Although most students could engage in simple and short conversations following a pattern related to a familiar context, majority often had difficulty engaging in conversations involving unfamiliar contexts. The writing of most students was restricted to copying with emerging opportunity for independent writing.
- In English, students read a wide range of culturally diverse and often demanding texts. They learned about the stylistic features in poetry and prose and developed an understanding of the effects of figurative language. They articulated their thoughts well both individually and collaboratively. They were confident when reading new texts. They wrote a range of essays, some with vivid narrative and well-structured convincing arguments.
- In mathematics, students in lower years improved their problem-solving skills, for example using division and multiplication involving large numbers. As they progressed through the phase their confidence increased when using algebra to solve problems. Most could simplify quadratic expressions and use algebraic and graphical methods to solve simultaneous linear equations with accuracy. Year 11 students could recognise links to other aspects of mathematics, such as shape, space, measurement and handling data. They progressed well from using definitions and short chains of reasoning to understanding and formulating proofs in algebra and geometry.
- In science, students made good progress in their understanding scientific concepts. By Year 11, students had a secure understanding of conductivity in salt solutions and the movement of ions during electrolysis. They had well-developed skills of investigative design. They used their many practical science skills when testing hypotheses. Most could evaluate and make conclusions from their observations and from data. Better students could synthesis information from a broad range of sources.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Outstanding 
Science	Good	Good

- In Islamic Education, most students attained at levels in line with expectations. Students were able to describe the nature of relationships in Islam. Most students had appropriate Qur'anic memorisation and recitation skills. The majority of students made better than expected progress as measured against each lessons' learning objectives and their starting points.
- In Arabic as a first language, most students had developed their listening and reading skills to acceptable levels. However, they lacked confidence when communicating their ideas in standard Arabic. The majority made only acceptable progress when communicating orally. Students had weak extended writing skills.
- In English, students independently and critically analysed extracts from different genres. Their skills of reflection and analysis were well developed. They articulated their views confidently. Most were prepared to take risks in expressing their opinions; they could debate and argue from different points of view. Most students could write coherent and thoughtful research, reflection and revision essays for a range of tasks, purposes and audiences.
- Students studying mathematics were developing a deep understanding of mathematical principles. They were able to identify applications in the context of everyday situations and relate their learning to other subjects. Over the two years of study in this phase, most students developed their mathematical problem solving skills well, through selecting and using appropriate methods and techniques, to developing their strategic thinking and reflecting on whether or not an approach taken to solve a problem was appropriate.
- In science, students used processes of scientific enquiry to good effect. Well-developed problem solving skills enabled most to find creative solutions when answering scientific questions. In biology, students investigated the feeding habits of owls by dissecting owl faecal pellets. They communicated their resulting understanding clearly, using their developing scientific vocabularies. Chemistry students consolidated their competence in investigative design when they carried out investigations involving volumetric analysis. They used their mathematical skills to collect, consider and analyse the data. In physics lessons, students developed an understanding of sustainability by studying renewable energy. They considered decision-making based upon sound science and the applications of science and technology.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding 	Outstanding 	Outstanding 
<ul style="list-style-type: none"> Students in all phases enjoyed learning and demonstrated mature attitudes when they took part in activities. They focused on tasks and followed instructions carefully. They willingly took responsibility for their learning. From an early age, they were able to work independently using a broad range of learning skills. Students cooperated and collaborated well with each other. They were able to complete tasks both within groups or when working individually on a task. They were responsible and discussed ideas sensibly. They asked pertinent questions and listened attentively to the views of others. Students confidently applied their skills, knowledge and understanding in a range of different contexts. They enjoyed solving problems that reflected real life situations. They were able to make connections across other areas of the curriculum. Most students enjoyed the challenge of researching and finding things out for themselves. They were able to predict and reflect on the most appropriate way to complete a task. They presented what they had learned with confidence. Students were competent in the use of modern technologies to support their research and investigation. Enquiry and critical thinking skills were developed systematically as students progressed through the school. Post-16 students were well prepared to meet the learning challenges of the next stage of their education. 				

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Most students had very positive attitudes. They enjoyed being at school and had high aspirations. They were keen, resilient and responded well to their teachers' encouragement and feedback. They assessed their peers' work and offered appropriate mature constructive comments. Students behaved very well; almost all were consistently polite and respectful. They were self-disciplined and did not need constant teacher supervision. They responded well to their peers and adults. They developed an assured self-confidence as they moved through the school. Relationships between staff and students were outstanding. Students showed an empathy and tolerance towards others. Despite being from a diverse range of backgrounds, they interacted well. They valued the friendships they had developed with peers from around the world. Students had a good understanding of the importance of a healthy diet. They took part in a wide range of activities and sports that promoted healthy living. There were high participation rates in physical activities such as team games, swimming, gymnastics and dance. Attendance across all phases was acceptable. A minority of parents took their children on extended holidays. 				




	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good	Good

- Students demonstrated developing levels of understanding of Islamic values. Younger children knew about the role of the mosque in daily prayer. Older students demonstrated respect for Islam as they greeted each other and visitors. Across all phases students behaviours reflected a tolerance and respect for all people. Students knew about the five pillars of Islam and the significance of Islam to the United Arab Emirates.
- Students demonstrated respect, appreciation, and understanding of Emirati traditions and cultural heritage. The school supported students' understanding with a broad array of displays. Children in the Foundation Stage knew about the UAE; its flag, its rulers and traditional clothing. They had visited local museums. They talked about pearl diving, fishing and camels. Older students identified the modern cultural features of Dubai. They compared and contrasted those that had changed over time and those that had persisted.
- Students had a strong understanding of their own cultures and good awareness of other global cultures. The schools ethos supported this multicultural and diverse community.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Students took an age-appropriate, full and active part in activities and initiatives, particularly through the house system. Almost all students, but in particular those in Post-16, contributed positively to the life of the school and local community. Students had many opportunities to support charities. They volunteered at the Dubai Autism Centre, and contributed to the Red Crescent Box and the Big Heart appeals.
- Students across the school had an excellent work ethic. They were developing outstanding learning skills across the curriculum through well-planned targeted enterprising activities.
- Students had a strong environmental awareness. They put this into practice through recycling, coordinated by the eco-council. Extra-curricular activities such as the 'Trashion' allowed students to create fashion from recycled materials.

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding 	Outstanding 	Outstanding 




- Almost all teachers had a strong subject knowledge. This was especially so in English, mathematics, science and Islamic Education. Most demonstrated a clarity in their understanding of effective ways in which to help students to learn. They were able to explain difficult concepts in mathematics and science, and generated lively debates in English and Islamic Education. In Arabic as an additional language, teachers often over-used English as a mean of instruction. Consequently, students were not able to hear and repeat simple Arabic phrases and this restricted the development of their Arabic language speaking and listening skills.
- In lessons across most subjects, work was exceptionally well planned. There was a wide variety of exciting tasks that engaged students' interest and contributed to the stimulating and inspiring learning environment. Teachers made full and effective use of resources to vary their teaching and promote outstanding learning.
- Teachers were highly skilled in their use of questions to enable students to think deeply and to instil a desire to find out more. Relationships between teachers and their students and amongst the students, added to the positive learning ethos. Teachers ensured that each learner felt valued. Students shared their views and listened carefully to each other. They were able to assess each other's work confidently. They provided mature constructive feedback.
- In almost all lessons, teachers adjusted the work to meet the needs of different groups of students. Classrooms were very well organised; learning activities were well matched to the needs of individual students. Teachers' expectations were high. Tasks and activities were designed to support and challenge students to do their best.
- Students were encouraged to think beyond what was expected, through well managed debates, discussions, research projects, problem solving exercises, enquiry and group tasks. In English, science and mathematics as well as in the classes for the younger children, examples of the real world were used to bring a sense of perspective, reality, awe and wonder to learning. Reflection and critical thinking were regularly promoted, especially in mathematics and science.
- In Arabic as a first language, teaching was generally acceptable. Teachers' expectations of students were not high enough, even though most students throughout the classes were eager to learn and responded enthusiastically when given opportunities. In a minority of lessons, tasks that matched the needs of all students were not effectively planned, and often lacked interest.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Good	Good

- In most subjects, the school's internal examinations were linked well to curriculum benchmarks. The examination results provided an accurate evaluation of students' academic and personal development but in Arabic as a first and additional language this was not always the case.
- The school had an efficient process for comparing its students' performances with those of students internationally. Across the school, test and examination results were compared with a variety of appropriate international benchmarks.



- Information from assessments was collected and analysed to identify strengths and weaknesses in students' attainments and to identify trends. Challenging targets were set and used to measure the level of progress for each student over time. All teachers had access to relevant data but they did not always use this data consistently to evaluate the effectiveness of the curriculum and their teaching.
- Assessment information was used well by staff in planning to meet the learning needs of all groups of students. This was particularly so in the Foundation Stage. However, it was not used as successfully to identify trends in the progress of students with special educational needs.
- Teachers, particularly in the Foundation Stage, had a good knowledge and understanding of individual students' strengths and weaknesses. Students used objective criteria to evaluate their own and each other's work. Informal assessment during lessons increased the teachers overall view of students' attainment and progress. Teachers often used questioning or students' answers on individual whiteboards to inform their views. Exercise books were marked but comments about how to improve were not always thoughtfully considered.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding 	Outstanding 	Outstanding 

- The outstanding curriculum provided strong breadth and balance. It offered a wide variety of subjects and had some personalisation. The new National Curriculum of England had been introduced in the primary school and development plans had focused on what worked well previously and what needed to be improved. This had resulted in a highly effective programme of learning. There was a good focus on learning knowledge and skills in all phases and the development of these skills was rigorously tracked.
- Planning for progression, including transition across phases, had improved. Recently appointed curriculum leaders worked effectively to strengthen the links between programmes and teaching strategies. Students from different phases together took part in special events, such as a Science Week and the UK Mathematics Challenge. Transition arrangements from the UK curriculum to the International Baccalaureate programme were managed well.
- The curriculum encouraged independence and the development of essential learner skills. It was increasingly enriched by challenging problems and innovative use of resources that enhanced student learning.
- Cross-curricular links were evident in coordinated trips and focus days. STEM days linked technology, engineering, mathematics and science. They were less evident on a day-to-day basis in lessons. The improved planning of learning skills across departments allowed for cross-subject skill application. Coordinators in literacy, numeracy and other subjects had begun to lead cross-curricular events. The curriculum in all phases and most subjects focused on the development of critical thinking, independent learning and research.
- An enhanced evaluation of the effectiveness of the curriculum was evident through performance reports and student progress meetings, leading to frequent modification to meet individual needs. This high level of curriculum flexibility was an effective tool in Islamic Education, English, mathematics and science.

- The curriculum of Arabic as a first language was broad. However, it was too focused on the acquisition of knowledge. There was too little skill development. The curriculum was functional but it was uninspiring. It lacked challenge and coherence and had only a modest impact on learning. Opportunities to make useful connections between Arabic and other subjects were not always used. The curriculum was regularly reviewed but revisions and adaptations were inconsistently implemented.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding 	Outstanding 	Good




- Throughout the school, the curriculum provided excellent learning opportunities for students of almost all abilities, except in Arabic. In all other subjects, the curriculum was carefully modified to ensure that students with English as an additional language and those with special educational needs made rapid progress. Small class sizes enabled teachers to adapt the curriculum to the needs, interests and learning styles of their students.
- In the secondary phase, the curriculum provided outstanding opportunities for students to study subjects that met their interests and aspirations. These enabled them to choose from a wide and balanced range of IGCSE subjects. In the post-16 phase, the diploma programme provided good opportunities for students to study subjects that supported their ambitions and to gain access to higher education. However, vocational courses were not available to meet the needs of a broader range of students.
- A wide range of extra-curricular activities reflected students' interests, for example in sport, art and culture. These activities developed students as well-rounded individuals. Many activities were run by older students who gained in confidence and skills. Community links with the local and global community were strongly enhanced through the Community Action and Service element of the diploma programme.
- The school offered three thirty minute sessions of Arabic a week, catering for all 84 Arab children in the Foundation Stage. Two of the three classes were for both children of Arab and non-Arab descent. They learned basic vocabulary, common phrases and basic Arabic letter writing skills.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding

- Child Protection policies and practice were strong across the school. The pastoral team of four trained child protection staff were known by and accessible to students. Child protection was included in the induction training of all new staff. Staff awareness was regularly assessed as part of the school's quality assurance programme.
- The school provided an exceptionally secure environment for students. The premises were safe and hygienic. Students and staff were fully aware of all health and safety procedures. Students knew the required conduct when using the science laboratories and workshops.

- Policies and procedures for fire safety, fire drills, cleaning, pest control, electrical installations, and swimming pool water quality were secure.
- The high quality, well-equipped buildings were maintained to very high standards and were suitable for the needs of all students.
- Students were encouraged to adopt healthy lifestyles through the school's personal, social, health and citizenship education. Annual health checks included the monitoring of students' heights and weights. Healthy food options were available in the school's cafeterias. A strong emphasis was placed on physical activities and personal fitness for all students.


	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding	Outstanding 	Outstanding 	Outstanding 
<ul style="list-style-type: none"> • Teachers and other staff formed excellent relationships with students and encouraged them to take responsibility for their own behaviour, which almost all did very well. • The school had systems to improve attendance and punctuality but their impact was limited. There were large differences between the attendance and punctuality of students of different nationalities, especially close to holiday times. Although improving, attendance was only acceptable overall. • Systems to identify students with special educational needs were thorough, drawing on a wide range of evidence. The identification of needs was accurate, speedy and began in the Foundation Stage. This was a significant improvement from previous years. • Support for students with special educational needs in lessons was good overall. It was excellent in withdrawal groups and for students' personal development. • Advice and support for students were outstanding both in relation to pastoral care and for careers education and guidance. 				


How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • Effective leadership had led to the early identification of young children with special educational needs. There had been improvements in the transition processes for students from junior to senior departments. However the impact of learning support was reduced by low staffing levels, especially in the senior school. • Curriculum modification and support were good overall. They were outstanding in withdrawal lessons and in the Foundation Stage and Year 1. • Support was closely matched to students' needs. In other parts of the school, curriculum modification and support were good but more variable. Mainstream lessons occasionally lacked challenge or did not meet students' needs sufficiently. There was limited specific in-class support for students with special educational needs. 	


- Parent partnerships had improved significantly. Parents were fully involved in the education of their children. There was excellent two-way communication that included guidance and advice.
- In the Foundation Stage and Year 1, and when in withdrawal lessons at all ages, students made excellent progress in their personal and academic skills. In mainstream lessons, whilst academic progress was good, personal development was excellent.

6. How good are the leadership and management of the school?


	Overall
The effectiveness of leadership	Outstanding 
<ul style="list-style-type: none"> • The Principal was dedicated to high standards and was held in high regard by staff, parents and students. All shared his aspirational vision for the delivery of a high quality British education in Dubai. • Key leaders had high levels of competence and commitment. Across all levels of leadership, there was an underlying sense of shared responsibility. Roles were defined clearly and related to school priorities. Almost all leaders aimed to ensure that all students made the maximum academic progress and personal development. • The school's vision was clear to staff, parents and students. However, parents did not play a significant part in developing the school's aims or in reviewing the extent to which they were being promoted and achieved. • Senior leaders initiated, prioritised and led activities effectively. They were strongly committed to retaining high quality teachers. • Leaders had successfully improved important aspects of the school, including progress in Islamic Education, in English in the primary and senior departments, and in mathematics in the post-16 phase. Students' learning, the curriculum and support had also improved to an outstanding level. 	

	Overall
Self-evaluation and improvement planning	Outstanding 
<ul style="list-style-type: none"> • Systems for self-evaluation were well-established and rigorous. All levels of management were involved. Teachers contributed by reflecting on their own practice and providing feedback on the lessons of their colleagues. This systematic approach enabled key priorities to be identified accurately. • Performance management was extremely well organised and highly systematic. Middle leaders gained a clear picture of the quality of teaching in each phase and each subject. Successful approaches were shared, with most additional training being done by members of staff. This included sessions led by subject specialists, school leaders and classroom teachers. Support procedures for individuals were implemented when necessary. • Whole school development plans included a succinct overview of the main aims, based on the outcomes of self-evaluation and emerging issues. Department action plans set out specific targets, most of which were quantifiable. However, the information provided by the Arabic department about students' attainment and progress was insufficiently accurate to provide a secure basis for development. 	

- There had been significant progress in addressing most of the recommendations from the previous inspection report. However, the levels of attainment in Arabic languages remained no better than acceptable.




	Overall
Parents and the community	Good 
<ul style="list-style-type: none"> • Parents participated in the life of the school through informal contact. Annual surveys were used to canvass their opinions. However, not all parents felt they were able to influence developments. Parents of younger children were not routinely invited to volunteer to support students' learning during the school day. • There was a very broad range of ways in which the school communicated with parents, including newsletters and electronic communications. Parent representatives for each year group provided a useful conduit for day-to-day information. The school provided some information to parents about development priorities. • Parents valued the detailed reports they received about their children's progress, efforts and behaviour. These provided a comprehensive overview at the end of the year. Termly reports kept parents up to date with how their children were progressing during the year. They included useful information about how children might improve their work, and specific and personalised targets. • There were strong partnerships with other schools, with students taking part in a wide range of inter-school sports fixtures and various competitions. Parents visited to talk about their jobs, providing students with insights into career opportunities. There were some links with local industry and commerce, although these were not extensive. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> • The governing board included two parents and there was a range of expertise among the governors. • The governing board asked insightful questions as they monitored the school's performance and the extent to which senior leaders were effective in achieving high standards in teaching, learning and academic progress. Governors met senior leaders regularly to check on students' progress and compare their attainment with international standards and the school's curriculum expectations. • Governors supported the school's leadership, vision and direction. They ensured that statutory requirements were met. Governors generally ensured that there were ample resources. However, there were insufficient technological resources to support students' research and independent learning in classrooms. At the time of the inspection, the performing arts centre was not available to benefit students' creative and artistic development. 	

	Overall
Management, staffing, facilities and resources	Good 
<ul style="list-style-type: none"> • Very effective procedures and routines contributed to the day-to-day smooth running of the school. The timetable was skilfully devised to ensure the optimum use of the time available. Information boards were updated regularly and liaison with parents generally kept them well informed about school activities. • There were sufficient, appropriately qualified teachers to provide a high quality curriculum. Staffing in support of students with special educational needs was funded through parental fees. However, there was no member of staff to coordinate, review and develop the provision for this group of students. • The premises were spacious and provided a safe, pleasant place for study and relaxation. The classrooms, corridors and general spaces contributed to the rich, interesting and supportive learning environment. Facilities for sport were extensive. Provision for music and drama was adequate, although the delay in completing the performing arts centre restricted performance opportunities. • A recently opened library was attractive and well stocked but there was a limited number of books to support students learning of Arabic languages. Technical issues limited internet access and the use of the large number of new tablet computers. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	228	16%
	Last year	243	18%
 Teachers	77		35%
 Students	21		11%

- A minority of parents and teachers and a few students completed their surveys.
- Most parents who responded were generally positive about the quality of education. Almost all agreed that their children enjoyed school and that the teaching at the school was good.
- The majority agreed that their children were making good progress in all subjects, but around a quarter felt that progress in Islamic Education and the Arabic languages was too slow.
- Parents were confident that their children were kept safe and looked after well, including stringent cyber-safety protocols.
- Most parents agreed that the school listened and acted on their views.
- There were too few responses from students to ensure reliable conclusions.
- Almost all teachers were generally satisfied with the quality of education provided by the school. They agreed that students enjoyed school, behaved very well and were making good progress in the key subjects. Most teachers agreed that school leaders listened to their views.

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

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

How to contact us

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

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