

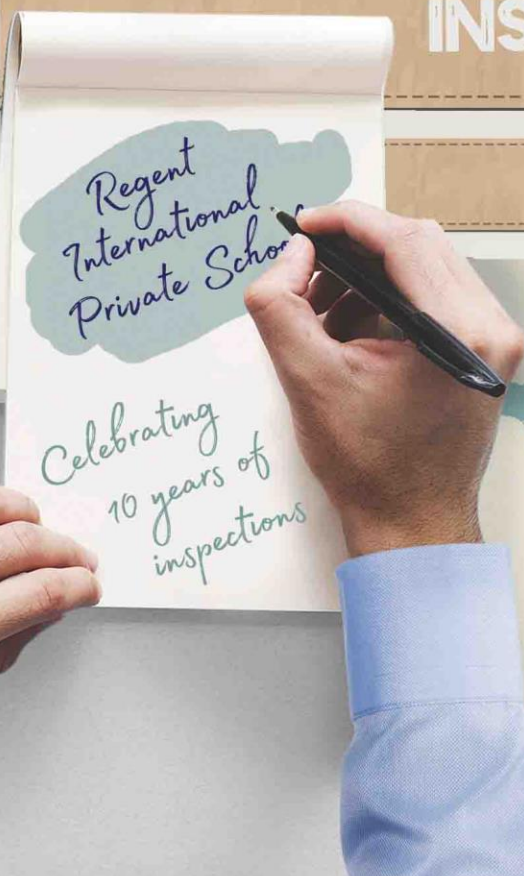
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



**الرجنت**  
المعرفة Knowledge

# INSPECTION REPORT

2017-2018



Regent  
International  
Private School

Celebrating  
10 years of  
inspections



**REGENT INTERNATIONAL PRIVATE SCHOOL**

**UK CURRICULUM**

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## School information

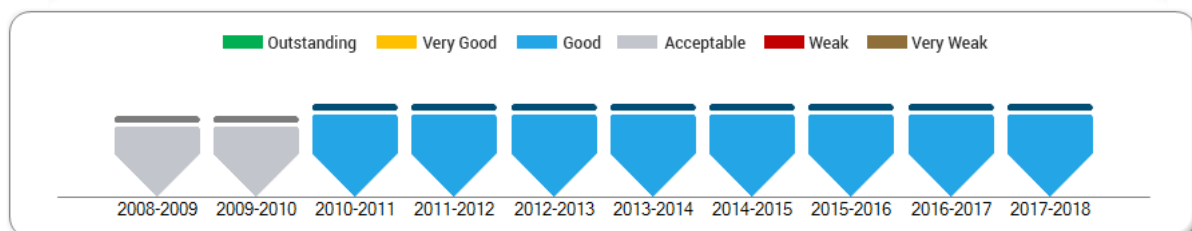
General information	
Location	Emirates Hills
Type of school	Private
Opening year of school	1993
Website	www.risdubai.com
Telephone	0097143608830
Address	P.O Box 24857 Dubai- Greens- Emirates Hills
Principal	Janet O'Keeffe-Gibas
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	11 to 14 December 2017

Teachers / Support staff	
Number of teachers	70
Largest nationality group of teachers	British
Number of teaching assistants	49
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	11%

Students	
Gender of students	Boys and girls
Age range	3-10
Grades or year groups	FS1-Year 6
Number of students on roll	988
Number of children in pre-kindergarten	96
Number of Emirati students	8
Number of students with SEND	40
Largest nationality group of students	British / Indian

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

### School Journey for Regent International Private School



## 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

## Summary of inspection findings 2017-2018

**Regent International Private School** was inspected by DSIB from 11 to 14 December 2017. 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.

### Leadership and management

Most aspects of the school are led very well by effective leaders. As a result of systematic self-evaluation, the school is improving in most areas. Parents are well informed about their children's progress and parental partnerships are very strong. Governors effectively hold the school to account for its performance. The very good facilities and learning environment support the curriculum and extra-curricular activities.

### Students' achievement

Students make outstanding progress in English, mathematics and science in the Foundation Stage (FS) and very good progress in these subjects in the primary phase. In Arabic and Islamic education, students achieve acceptable standards of attainment. Learning skills are outstanding in the FS and very good in the primary phase.

### Students' personal and social development, and their innovation skills

Students have exceptionally positive attitudes and are very well behaved. They enjoy school, make healthy food choices and consistently show sensitivity towards others. Students appreciate and understand how Islamic values influence contemporary UAE society. They are proud of their own culture. Social responsibility is exemplary in the FS and highly developed in the primary phase.

### Teaching and assessment

Teaching and assessment are outstanding at FS and very good in the primary phase. Most teachers demonstrate a thorough subject knowledge and a good understanding of how children learn. They use assessment information very well when planning activities to match students' needs. Teachers' questioning is generally skilled and helps students to deepen their understanding.

### Curriculum

The curriculum is broad, balanced and compliant with English National Curriculum and Ministry of Education requirements. The school plans transitions exceptionally well throughout the school. Positive education and mindfulness strands enhance the formal curriculum and support students' personal development.

### The protection, care, guidance and support of students

The school is safe, well maintained and provides a hygienic and secure environment. Safeguarding procedures are robust and effective. Students are supervised well throughout the day. The school strongly promotes students' well-being and supports their personal development. There is swift and accurate identification of students with special educational needs and those who have gifts and talents.

### What the school does best

- The strong senior leadership team with the capacity to innovate and improve the school
- The very high standards of care and positive, welcoming ethos provided by all staff
- The rich curriculum at the Foundation Stage and outstanding progress which the children make at this stage
- The high standards of teaching at the Foundation Stage and in primary English, mathematics and science
- Students are motivated, keen to learn, and show respect and consideration for staff and each other.







### Key recommendations

- The governing body and senior leaders should improve the leadership in Arabic and Islamic education.
- Senior and middle leaders and teachers should improve the quality of teaching and assessment in Arabic and Islamic education.
- Improve students' progress in Arabic and Islamic education.

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	Acceptable ↓	Not applicable	Not applicable
English 	Attainment	Very good	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable
Mathematics 	Attainment	Outstanding ↑	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable
Science 	Attainment	Outstanding	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very 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	Outstanding ↑	Very 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	Very 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	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Very good ↑
Governance	Good
Management, staffing, facilities and resources	Very good

## National Priorities

### 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 the school's targets:**

- Attainment as indicated by the National Agenda parameter (NAP) tests, is above expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Senior leaders are fully committed to the National Agenda and have a detailed understanding of the data. They have produced a high quality action plan.
- The analysis of the N.A.P. is coherent and robust. It is used effectively to validate internal assessment data.
- The N.A.P. data informs curriculum adaptation. The content and skills within subjects are aligned to TIMSS and PISA requirements.
- Results from the N.A.P. tests are used to adjust and improve teaching strategies. Consequently, students regularly have opportunities to develop critical thinking, problem solving, investigative and enquiry skills.
- Students' individual N.A.P. scores are not shared with them but their teachers are using them effectively to enhance their learning and develop students' problem-solving skills.

**Overall, the school's provision for achieving National Agenda targets is above expectations.**

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements):** i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- School leaders and governors are aware of the achievement of the small number of the Emirati students in the school and set targets for them in some subjects. The school provides feedback to parents on the progress of their children. Consequently, parents are involved successfully in the personalised planning of the learning priorities.
- In some subjects, teachers use Cognitive Ability Test data (CAT4) relating to Emirati students, together with other assessment information, to set targets and plan lessons and tasks to meet individual student's needs. However, teachers in Arabic and Islamic education do not use assessment information and students' prior learning to plan challenging and engaging lessons.
- The school has effective systems for using data to personalise and adapt the curriculum. Teachers measure the impact of their work through regular formative and summative assessments. In most lessons, Emirati students are encouraged to choose challenging tasks and activities that develop their verbal reasoning skills.

**The school's provision for raising the achievement of Emirati students is meeting expectations.**

## Moral Education

- Moral education is taught from Foundation Stage to Year 6. It is integrated in the positive education programme and in English lessons.
- Weekly lessons, in English, equivalent to 60 minutes, are taught in each year group. Muslim students are not scheduled for moral education lessons.
- Students are highly engaged in activities. They collaborate and participate actively in lessons, sharing their opinions and experiences.
- There are no systems in place for assessing students' learning in moral education. Reports to parents include aspects of personal and social development.

**The school's implementation of the UAE moral education programme is developing.**

## Social Studies

- The social studies programme is taught as a separate subject using UAE learning outcomes. Teachers use a range of resources and topics to engage students.
- Teachers plan meaningful and challenging lessons to engage older students. In addition they use technology and ask effective questions to develop students' higher order thinking skills.
- Students engage in critical thinking and research opportunities provided for them in social studies lessons.
- Although teachers have developed assessment processes linked to the learning outcomes, these have not been implemented.

**The school's implementation of the UAE social studies programme is developing.**


## Innovation in Education

- Students use learning technologies frequently throughout the school. The innovative use of QR codes in primary classrooms is helping students to deepen their understanding of subjects.
- Students show initiative and enterprise when given the opportunities. They particularly enjoy carrying out project work in STEAM lessons.
- High quality teaching provides frequent opportunities for students to develop their problem solving skills while working independently on innovative projects.
- The curriculum is thoughtfully adapted to provide opportunities for students to think innovatively, design, pose problems and find solutions.
- Leaders encourage staff to innovate. Innovative approaches across Foundation Stage and Key Stage 1 have led to improved transitions and practice in the early years.

**The school's promotion of a culture of innovation is developing.**

## Main inspection report


### 1. Students' achievements

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Good	Not applicable	Not applicable

- Students demonstrate age-appropriate knowledge and understanding of Islamic principles and values. Progress varies between the years particularly in the lower year groups, with Arab students making better progress than their non-Arab peers.
- In all year groups, Arab students make good progress in understanding and memorising short Surahs of the Holy Qur'an. They know Waduu and the meaning of Tahara and its benefits. A majority of students understand well the stories of the Prophets.
- Students' recitation skills and the application of Islamic principles to their daily lives are underdeveloped, particularly for students who speak Arabic as an additional language. Arab students in the lower year groups have improved their memorisation of short Surahs.

#### For development

- Use assessment information more effectively to plan lessons to meet the learning needs of different groups of students.
- Enable students to work independently and apply their knowledge of Islam to their daily lives and ensure the correct recitation of the Holy Qur'an.


		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable	Not applicable

- Students' attainment and progress are in line with curriculum expectations. Achievements have remained at an acceptable level over the previous three years. Students' listening skills are stronger in the higher than the lower year groups.
- The main strengths are students' comprehension skills. The understanding of sentence structure and application of rules in writing is inconsistent between different groups of students as writing tasks are not always adapted to meet their individual needs.

- Although students' ability to speak classical Arabic with confidence is improving, it is not consistent and errors are repeated. Students' ability to write grammatically correct sentences and with few spelling errors is under-developed.

#### For development


- Match writing and reading tasks to meet the learning needs of the different ability groups, particularly for the more able students.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Not applicable	Not applicable
	Progress	Not applicable	Acceptable ↓	Not applicable	Not applicable

- In Arabic as an additional language, most students have attained levels that meet the expectations in the primary phase curriculum. Across the year groups, students make acceptable progress in lessons and in recent work.
- Most students in each year group have secure listening skills. They understand short phrases when they include familiar words. Their writing and speaking skills are underdeveloped.
- Recent changes in the provision designed to improve students' achievements are not fully implemented and so have not had the desired impact.

#### For development

- Improve teaching and assessment practices across year groups to ensure sufficient challenge and engagement in learning.
- Provide opportunities for all groups of students to write and speak extensively


		Foundation Stage	Primary	Secondary	Post-16
English 	Attainment	Very good	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable

- Foundation Stage children make rapid progress in developing literacy skills. They acquire a rich vocabulary, devise story maps and read familiar stories. In the primary phase, the rapid rate of progress in all year groups is reflected in Year 6 where almost all students are able to take responsibility for editing their work.

- Sound and purposeful writing is evident in most year groups and in other subjects. Students in both phases make strong connections between reading and writing and are able to read a range of texts from the writer's perspective and identify how authors' language influences readers.
- Reading for pleasure is strongly encouraged and is resulting in improvements in higher order reading skills. Cross-phase planning allows primary students to read stories to Foundation Stage children. Writing is more accurately assessed than speaking and listening and enables students to identify how to improve what they write.

#### For development


- Accurately assess speaking and listening so students can identify how to improve.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Outstanding ↑	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very good	Not applicable	Not applicable

- Students' attainment in both phases has improved since the last inspection. Most students in the Foundation Stage and the large majority in the primary phase, now attain levels above the curriculum standards. Improved students' attainment is also reflected in international assessments.
- Although most children in the Foundation Stage, and the large majority of students in the primary phase make better than expected progress, students with SEND do not make as much progress as their peers.
- Students are able to master increasingly complex mathematical concepts and apply problem-solving skills to real-life situations.

#### For development

- Provide tasks that match the learning needs of students with SEND and enable them to make quicker progress.

		Foundation Stage	Primary	Secondary	Post-16
 Science	Attainment	Outstanding	Very good ↑	Not applicable	Not applicable
	Progress	Outstanding	Very good ↑	Not applicable	Not applicable

- Most Foundation Stage children demonstrate outstanding attainment and progress in science. The large majority are able to pose questions, make predictions and link scientific facts to their daily lives. Primary students exceed age-related expectations and make very good progress.
- In the primary phase, there is a strong focus on scientific processes and investigation, fair testing and an emphasis on the use of correct scientific vocabulary. As a result, almost all students are securely developing the skills of observation, hypothesis forming and analysis.
- The introduction of STEAM processes, underpinned by creative and focused teaching in the majority of lessons, has resulted in students becoming more confident in communicating their learning accurately and applying accurately their scientific knowledge to simulated and real scientific problems.

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

- Most students are well motivated and keen to learn. Almost all students work purposefully, both independently and collaboratively, to make meaningful connections between different areas of learning. Children in the Foundation Stage develop outstanding learning skills through well-planned independent activities.
- The effective use of learning technologies to research, record and celebrate students' knowledge and skills is having a positive impact on students' learning and progress, especially in English and science lessons.
- The introduction of STEAM approaches to learning is enabling a stronger focus on exploratory learning and the application of prior knowledge to unfamiliar situations. Critical thinking, innovation and problem-solving skills are strong features of learning in these lessons.

#### For development

- Increase the opportunities to enable students to think critically, carry out independent research and reflect on their learning in Arabic and Islamic education lessons.

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Outstanding	Outstanding	Not applicable	Not applicable

- Students have exceptionally positive attitudes and are well disciplined across year groups. They have close relationships with their peers and staff and communicate effectively across the school.
- Students are proactive, mature and demonstrate a strong sense of responsibility. They are keen to make healthy food choices. They consistently show sensitivity towards others, especially towards their peers with special educational needs and disabilities.
- Students enjoy their school and continue to show commitment through their steadily improving attendance rates. They are generally punctual in their arrival to school and to lessons.

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

- Students appreciate and understand how Islamic values influence contemporary UAE society. They show their respect for the UAE values as a result of opportunities provided by the school curriculum.
- Students across the school are knowledgeable of the Emirati culture. In the Foundation Stage there are many activities, and in particular the 'Sheikh and Sheikha of the week,' what promote and ensure a strong understanding of UAE society.
- Students demonstrate a strong awareness of other world cultures. They are proud of their own culture, and are keen to celebrate and find out more about the many nationalities in the school.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Outstanding ↑	Very good ↑	Not applicable	Not applicable

- Social responsibility is exemplary in the Foundation Stage and highly developed in the primary phase. The 'Positive Education' programme and a range of other activities enables students to make contributions that benefit the school, local and wider communities.
- Students in the Foundation Stage exhibit well-developed entrepreneurial skills. They raise money to fund their trips, for example, by selling their own paintings. Primary students have a strong work ethic.

- Students demonstrate a concern for their environment and are keen to re-use and recycle materials in their classrooms. Primary students show a growing awareness of global environmental issues.

#### For development

- Embed Islamic values and Emirati culture into the positive education programme.

### 3. Teaching and assessment

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

- Teaching is highly focused in most subjects but it is not as strong in Arabic and Islamic education. Most teachers demonstrate a thorough knowledge of their subjects and a good understanding of how children learn, which is particularly strong in the Foundation Stage.
- The effectiveness of teachers' questioning skills in the large majority of lessons enables most students to challenge their own thinking, deepen their understanding and skilfully develop independent learning and critical thinking.
- The majority of teachers use assessment well to focus on individual needs. Their expectations are high and the planned activities are appropriately challenging. However, many lessons in Arabic and Islamic education do not engage students sufficiently.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Very good ↑	Not applicable	Not applicable

- The school has responded decisively to all of the recommendations related to assessment from the previous inspection. The system in the primary phase to validate internal assessments against international benchmarking data is robust.
- Teachers use internal and external assessment information in English, mathematics and science. Assessment data for these subjects are analysed well to identify strengths and weaknesses. These processes are less developed in Arabic and Islamic education.
- Assessment processes are highly effective in the Foundation Stage. They are improving and are increasingly coherent in the primary phase. Data analyses are used to identify adjustments to the curriculum and teaching approaches and to design specific intervention programmes.

#### For development

- Urgently improve the quality of teaching and assessment in Arabic and Islamic education.

#### 4. Curriculum

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

- The curriculum is broad and balanced and compliant with the English National Curriculum and requirements of the MoE. In the Foundation Stage and Year 1, child-initiated learning opportunities, linked to the children's interests and to the core subjects, are very well planned and implemented.
- Continuity and progression from the Foundation Stage into the primary phase offer students choices, clear connections between subjects and opportunities to be creative and follow their interests and ambitions. Primary phase students are able to pursue learning in their chosen way using research skills and critical thinking.
- Most subjects are rigorously reviewed to ensure students' knowledge and skills are well developed. However, reviews of the Arabic curriculum are not as effective. Positive education, mindfulness and 'Values in Action' are recently introduced strands that are enhancing the formal curriculum and developing students' personal attributes.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Outstanding	Very good	Not applicable	Not applicable

- The curriculum is consistently and frequently adapted to fully engage all groups of children in the Foundation Stage. In the primary phase students are able to choose modified activities or increasingly challenging tasks. As a result, they are able to design, pose and find solutions to problems.
- Enterprise, innovation and creativity are nurtured through the wide range of co-curricular activities and events. Profits from the sales of storybooks, written and published by students, and auctions of African art, are used to make a worthwhile contribution to the community.
- The purposeful links between resources, students' interests and the requirements of the core curriculum, contribute to improving students' knowledge of the UAE's economy.
- Arabic is taught for 30 minutes each week in FS1. In FS2, children have two 30 minutes lessons of Arabic each week.

#### For development

- Ensure the Arabic curriculum is reviewed and enriched by meaningful learning experiences taking into account students' suggestions and interests.

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

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

- Safeguarding procedures are robust and highly effective across the school. All staff receive annual training in child protection and conscientiously report concerns. The school has successfully established an effective partnership with an IT service provider to promote and support online safety.
- The school is well maintained and provides an accessible, hygienic and secure environment. The provision of additional canopies is enhancing opportunities for students to learn and relax outside the classroom throughout the day.
- Comprehensive risk assessments are carried out prior to a school trip or visit to ensure students' safety. Students are exceptionally well supervised both on school transport and throughout the day.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Outstanding	Very good	Not applicable	Not applicable

- There is a strong focus on the well-being, personal development and progression of students, resulting in effective transition arrangements for students moving between year groups. The strategies are particularly well deployed to support children moving from Foundation Stage into Year 1.
- The school's strategy of using positive education and mindfulness are very effective at promoting positive caring relationships. The strategies for promoting good attendance are not as effective.
- Staff are skilled at providing swift and accurate identification of students with SEND and those who have gifts and talents. Students benefit from targeted support and extended learning opportunities to develop their personal and academic skills and interests.

### For development

- Improve the promotion of good attendance of all students.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Very good ↑

- Governors and senior leaders have a strong and widely shared vision for inclusion which has resulted in improvements to the provision for students with SEND. The appointed governor for inclusive education, together with the specialist staff, have an accurate understanding of the key strengths and areas for development.
- A range of assessment strategies enable the inclusion leaders to identify the learning needs of students quickly and accurately. As a consequence, interventions are well matched to individual students to support their academic and personal development.
- Partnerships with parents have improved. Parents now feel well supported to understand the needs of their children. They value the greater transparency achieved through regular two-way communication. This enables them to receive personalised advice for supporting their child at home.
- Provision for students with SEND is well organised. Students benefit from relevant and meaningful learning opportunities matched to their needs. Curricular adaptations ensure students have access to the wider curriculum and those with more complex needs receive targeted individual support.
- Students achieve well in lessons. They make at least good progress in many curricular areas against the targets outlined in their individual achievement plans. However, progress is not as good in Arabic.

### For development

- Provide effective training for staff to ensure students with SEND make consistently good progress in all subjects.
- Appoint an Inclusion Champion and establish an action team to secure further improvements in provision for students with SEND.

## 6. Leadership and management

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

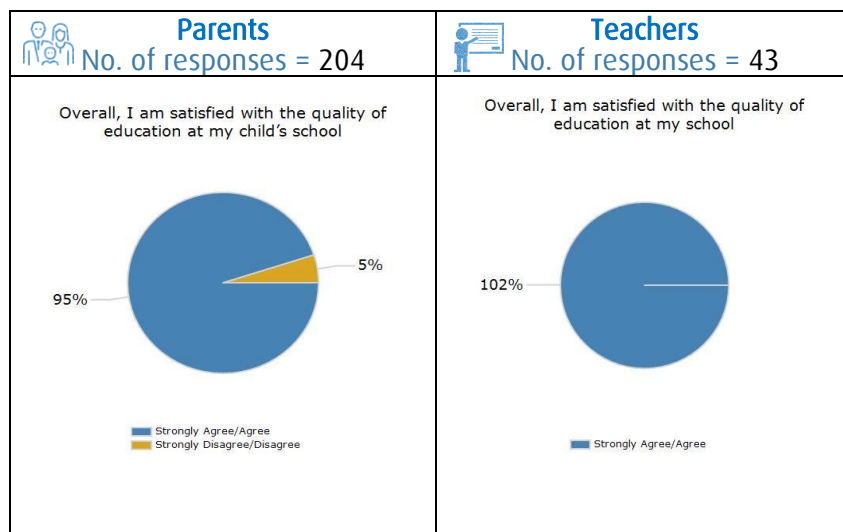
- The principal and senior leadership team promote and communicate a strong, ambitious and inclusive vision to the whole school community. As a result of the drive and focus of the senior team, and the skills of teachers and subject coordinators, the school has the capacity to innovate and continue improving.
- The school has a well-organised approach to self-evaluation that provides leaders and teachers with generally accurate information on the school's performance. This information is used well to plan improvements in most areas of the school. Since the previous inspection, leaders and teachers have improved provision and students' outcomes in the Foundation Stage and in English, mathematics and science in the primary phase.
- Parents are actively involved with their children's education and support the school very well. Communication between the school and parents is very good. Through a variety of media, parents are fully informed on forthcoming school events, school achievements and their children's progress and attainment. Beneficial links have been formed with local and international schools and organisations.
- The governing body and its sub-committees include parent representatives. It is effective at holding the school to account for its performance. The board provides sufficient resources for the school to deliver a high-quality service in most areas of its work. Its investment in Arabic and Islamic education provision has not improved students' outcomes.
- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified teachers in most subjects. They have a very good knowledge of their subjects and how to teach them. There are no permanent heads of Arabic and Islamic education in post. The premises and specialist facilities provide a very good learning environment.



### For development

- Improve leadership in Arabic and Islamic education.

## 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.



 <b>Parents</b>	<p>The few parents who responded to the survey are very happy with almost all aspects of the school. Almost all are satisfied with the quality of education provided by the school. They feel that their children are happy and safe in the school. Almost all parents think the school is well led and the quality of teaching is good.</p>
 <b>Teachers</b>	<p>All of the majority of the teachers who responded to the survey are satisfied with the quality of education provided by the school. They think that students are happy and safe in school. Almost all feel the school is well led. Most are happy working in the school and feel that the professional development opportunities have improved their skills as teachers.</p>

## 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](mailto:inspection@khda.gov.ae)