

INSPECTION REPORT

Regent International School

Report published in April 2013

GENERAL INFORMATION ABOUT Regent International School

Location	The Greens
Type of school	Private
Website	www.risdubai.com
Telephone	04-360-8830
Address	P.O. Box 24857, Dubai
Principal	Mankani Shakuntala
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-17 / Foundation Stage 1 to Year 12
Attendance	Acceptable
Number of students on roll	1,143
Largest nationality group of Students	British
Number of Emirati students	less than 1%
Date of the inspection	4th to 7th February 2013

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The context of the school

Located in the Greens, Regent International School is a private school providing education for boys and girls aged three to 17 years, from Foundation Stage to Year 12. At the time of the inspection, there were 1,143 students on roll. Around 70 nationalities were represented. There were 44 students for whom Arabic was a first language.

The school offered the National Curriculum of England and Wales, with older students studying for International General Certificate of Secondary Education (IGCSE) examinations in Years 10 and 11, plus Advanced Standard level examinations in Year 12. The school implemented UK assessment procedures, including the Early Years Foundation Stage (EYFS) profiles.

The school had 84 staff members, including senior managers and teachers. Almost all teachers held a first degree and a recognised teaching qualification. Thirty-five staff members were new to the school and there had been an increase in student numbers of nearly 200. The Director of Education was in her first year at the school. At the time of the inspection, the school was in the middle of an extensive building project which was to be fully operational the following academic year.

Overall school performance 2012-2013

Good

Key strengths

- The vision and direction of the senior leadership team and the capacity for further improvement;
- The children's outstanding attitudes and behavior;
- The arrangements for assessment, curriculum and the quality of support in the Foundation Stage;
- The inclusive ethos and strong commitment to students with a variety of learning needs;
- Strong partnership with parents.

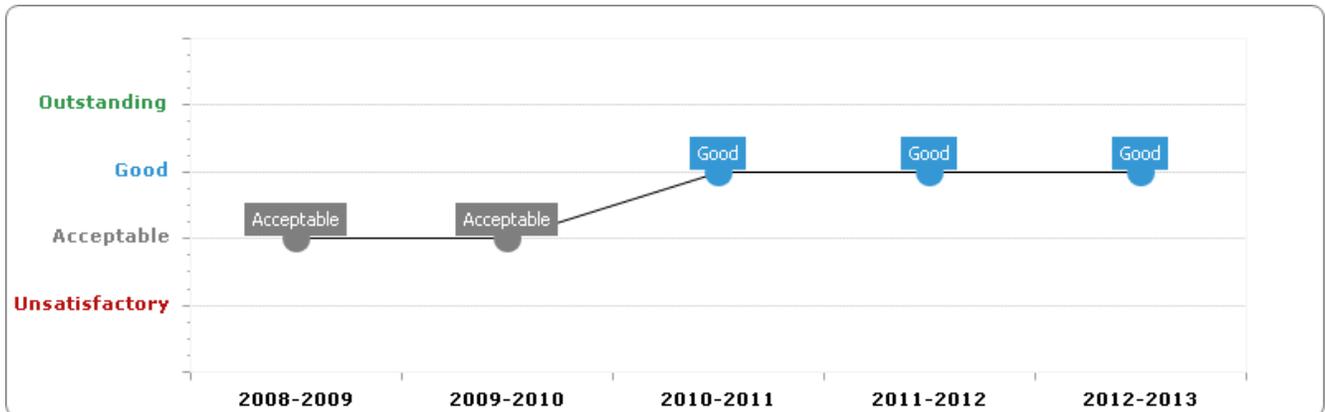
Recommendations

- Raise students' attainment and progress in Islamic Education, Arabic as a first language and Arabic as a second language in the secondary phase;
- Ensure that students follow a healthier lifestyle;
- Improve the quality of teaching and learning in the secondary phase in the identified subjects;
- Improve the support for students with special educational needs, particularly in the secondary phase;
- Review the recruitment and retention strategies to ensure greater stability of staffing at all levels of the school.

Progress since the last inspection

- The school had put in place a range of strategies to monitor students' attainment and progress. These were yet to improve students' attainment and progress in Islamic Education, Arabic as a first language, secondary Arabic as an additional language and secondary science;
- The use of assessment information to improve the learning opportunities for all groups of students had been improved;
- Leaders at all levels had been recently appointed and were developing the necessary knowledge, skills and confidence to play their parts in promoting and supporting change;
- The Ministry of Education's regulations for Islamic Education and Arabic as a first language had been complied with.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

	Foundation Stage	Primary	Secondary	Post-16
Islamic Education				
Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
Progress	Not Applicable	Good	Acceptable	Not Applicable
Arabic as a first language				
Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
Arabic as an additional language				
Attainment	Not Applicable	Good	Acceptable	Not Applicable
Progress	Not Applicable	Good	Acceptable	Not Applicable
English				
Attainment	Good	Acceptable	Good	Good
Progress	Good	Good	Good	Good
Mathematics				
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good
Science				
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Attitudes and behaviour	Outstanding	Good	Good	Good
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Acceptable	Good
Quality of students' learning	Good	Good	Acceptable	Good
Assessment	Outstanding	Good	Good	Good

[Read paragraph](#)

How well does the curriculum meet the educational needs of students?

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

[Read paragraph](#)

How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and Safety	Good	Good	Good	Good
Quality of Support	Outstanding	Good	Good	Good

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

How good are the students' attainment and progress in key subjects?

There was some variation in students' attainment in key subjects across the different phases of the school. In Islamic Education, most students had an adequate knowledge of the life of the prophets. In the primary years, students had age-appropriate knowledge of Islamic forms of worship, but this was less secure in the secondary years. In Arabic as a first language, most students in both primary and secondary phases had adequate listening, speaking and reading comprehension skills. In Arabic as an additional language, students' speaking and listening skills were good in the primary and acceptable in the secondary phase. In English, most students across all phases of the school had good speaking and listening skills and were able to read increasingly challenging texts. However, they were not able to write independently at length and senior students' writing skills were generally under developed. In mathematics, Foundation Stage children used their number knowledge to accurately solve simple calculations. Across the school, students understood the processes and patterns within tasks and as a result, they had good problem-solving and investigative skills. In science, most students were able to use scientific enquiry skills but the secondary and post-16 students were not secure in such knowledge. For example, they could not apply scientific concepts when asked to make accurate predictions.

Progress across the five key subjects was varied, although children in Foundation Stage made consistently good progress and primary-aged students made good progress in most key subjects. In Islamic Education, the majority of students in the primary phase made good progress in developing recitation skills. In the secondary years, most made acceptable progress in developing their knowledge of values. In Arabic as a first language, students made adequate progress in most of their language skills. In the primary phase, students studying both Arabic as an additional language and English made good progress developing their speaking and listening skills. Progress in writing in both languages was slower. In English, progress in writing in some primary lessons was hindered by a lack of opportunities to write at length and edit one's work. In mathematics, across all phases, students were retaining and applying what they were learning in different contexts. In science, progress in the Foundation Stage and the primary phase was good because of students' knowledge and their accurate use of scientific vocabulary. Students with special educational needs made good progress in English and mathematics, but acceptable progress in Islamic Education, Arabic as a first or additional language and science.

[View judgements](#)

How good is the students' personal and social development?

There was a positive ethos of respect and care around the school which extended to positive behaviour in the classrooms. Children in the Foundation Stage had outstanding relationships with each other. They showed mature understanding of the needs of their friends, who often spoke another language. Students developed independence and self-reliance and when they presented their work, there were positive responses from their peers. Students responded positively to the critiques given by teachers. Across the school students did not demonstrate sufficient understanding of what contributed to a healthy life. Attendance was acceptable over the last full term. Students played and worked well in vibrant multi-cultural friendship groups. They looked forward to the International Day when they celebrated their own heritage. Students linked their cultural backgrounds to their understanding of life in Dubai and the Emirates. Most students were responsible and readily contributed to the life of the school. In the Foundation Stage, the children's ability to take responsibility and show initiative was outstanding. Students in the secondary and post-16 years made practical suggestions which led to improvements in facilities and arrangements for break-time. Almost all students showed care and concern for others and were developing skills of active citizenship. Most students had a good understanding of environmental sustainability, although their involvement in projects to support conservation was limited.

[View judgements](#)

How good are the teaching, learning and assessment?

The quality of teaching was good in all phases except the secondary, where it was acceptable. Most teachers had good subject knowledge. Lessons were usually carefully planned, and teachers provided tasks suited to the year levels. However, teachers' expectations in too many lessons, especially in the secondary phase, were not sufficiently high. Effective teaching in the Foundation Stage and primary years incorporated more active learning and real-world links. This ensured that most students were stimulated and engaged. Across the school, the level of challenge for the more able or slower learners was not consistently appropriate. This was particularly so in the senior part of the school. The promotion of critical thinking and enquiry skills was not routinely a part of lessons.

In the secondary phase students' learning was acceptable. In the other phases it was good overall, but lacked consistency. In all phases of the school students were almost always motivated and enthusiastic learners. They were confident in sharing their learning with others, but in secondary classes they were not given enough opportunities to do so. Students undertook very little independent research or enquiry. Students had limited access to information and communications technology in lessons to support their learning. Teachers often shared the objectives of lessons with students. Senior phase lessons were often content-driven. Too

little emphasis was placed upon the acquisition of skills and the application of understanding. There were limited opportunities for students to elaborate on their understanding. Research, enquiry and critical thinking were not frequent features of learning.

Assessment of learning was outstanding in the Foundation Stage and good in other phases. There was an increased focus on the use of assessment to improve the learning opportunities for students. In Foundation Stage, there were regular observations of children working during adult-led and child-initiated learning. Open-ended questions were used well and personalized, child-friendly targets were routinely used. In the later phases there was increased monitoring of the progress made by students, within subjects and across subjects. The accuracy of assessment had improved. There was inconsistent use of assessment strategies to challenge the most able students. The marking of student work was weak in secondary Islamic Education, Arabic as a first or additional language and science. It did not provide information for students on future learning strategies. Assessments were not used regularly to involve students in reviewing their own learning.

[View judgements](#)

How well does the curriculum meet the educational needs of students?

The Foundation Stage provided an outstanding range of child-focused activities. There was a good primary curriculum. It was broad and was enriched with cross-curricular topics. This motivated and interested students and further developed their key numeracy, literacy and scientific skills. Curriculum review and planning in the primary and secondary phases was less well developed. There were too few opportunities for independent research and the development of thinking skills. Secondary and post-16 students enjoyed a good curriculum. Strong review procedures led to good progress in improving the structure and range of activities on offer. However, students in Islamic Education and Arabic classes missed learning opportunities in other subjects. The school had grown to include a Year 12 intake and an A-level programme was provided for these students. Well-planned transition days had improved the curriculum's continuity throughout the school. There was good provision for subject enrichment and a very wide range of extra-curricular activities. Community links were acceptable and were beginning to impact positively on learning.

[View judgements](#)

How well does the school protect and support students?

The provision of a healthy and safe environment across all phases was good. The school environment was well maintained and regular checks ensured any issues or concerns were immediately addressed. Clear safety policies and procedures were in place. School buses were fit for purpose. Efficient arrival and departure of students occurred, although illegal parking by parents caused a significant safety hazard at the beginning and end of the school day. Some students were not regularly eating healthy lunches and snacks.

The quality of support for students was outstanding in the Foundation Stage and good in the primary, secondary and post-16 phases. Teachers knew their students well and showed a strong interest in their academic progress and well-being. There were good behaviour management systems and instances of misbehaviour were dealt with calmly and promptly. The school recorded attendance and punctuality carefully. The school provided guidance for students on subject options and career choices.

[View judgements](#)

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

Students with special educational needs were welcomed into the school community. The quality of care and support was good and enabled most students to make good progress. Teachers knew their students well and were aware of their individual needs. They monitored progress regularly and planned suitable intervention programmes. Students made strong progress in withdrawal groups for English, mathematics and science, benefiting from individualised teaching and learning. Occasionally, the tasks and support provided were not well matched to individual needs and students did not make the expected progress.

How good are the leadership and management of the school?

The leadership of the school was good with a clear capacity for further improvement. The newly formed senior leadership team was highly committed to the school and had earned the respect of teachers, students and parents. There was a clear vision for changes in key areas identified by the school. Many of the leaders at all levels had been recently appointed and were developing the necessary knowledge, skills and confidence to play their part in promoting and supporting change. However, the pace of change was fast and not all teachers fully understood what was expected from them.

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Many strategies were in place to monitor key areas of development. The school's self-evaluation document had a significant focus on monitoring teaching and learning. This included the introduction of timetabled teaching and learning reviews and middle leaders' responsibilities for teaching and learning within their curriculum areas. The school improvement plan was used as an active working document to evaluate, review and monitor impact. Good progress was made in addressing most of the last report's recommendations but very limited progress had been made in raising students' attainment and progress in Islamic Education, Arabic as a first or additional language and science in the secondary phase.

The school placed great emphasis in engaging parents. A parent liaison officer was appointed from the Board of Governors to address parental issues and to work with parents to provide greater opportunities for their involvement. Regular progress reports to parents clearly identified students' next steps in learning. Parents were fully involved in the life of the school, with a significant number volunteering as reading partners. As a result of the virtual learning environment, parents had good knowledge of what their children were learning and were in a position to provide support when necessary.

The Board of Directors held the school to account for outcomes and provided it with regular support. The advisory board included a wide cross-section of stakeholders, including staff and parent representatives. The vision of the school was shared; directors were involved in development planning and helped the school to achieve the planned goals.

There was efficient day-to-day management of the school. Overall, there was an adequately sized staff. The high percentage of teacher turnover over recent years limited the pace of school improvement. Learning resources were generally good, except for some weakness in reading books and science equipment for the older students.

[View judgements](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form 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	28%
	Last year	161	24%
Teachers	36		43%
Students	60		97%

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

A minority of parents responded to the on-line survey, a similar proportion to the previous year. Almost all senior students responded to their survey. Most parents believed that their children were making good progress in all subjects. Almost all parents agreed that their children were respected and valued and most students agreed with this. Most parents were generally satisfied with the quality of education that the school provided and that the school delivered well on its promise regarding the curriculum. However, a majority of students didn't think that they had a sufficiently wide choice subjects or topics. Most parents and students believed that teaching and learning were good and that meetings and reports were useful and regular. The majority of students did not agree that they were involved in decision-making and a few did not think that there was sufficient guidance and support. Around half of the teachers responded to their survey. A significant number were new to the school. Most stated that the school was well led.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan 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 inspection will report on the progress 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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