

INSPECTION REPORT

Regent International Private School

Report published in April, 2014

GENERAL INFORMATION ABOUT Regent International Private School

Location	Emirates Hills
Type of school	Private
Website	www.risdubai.com
Telephone	04-3608830
Address	P.O Box 24857 Dubai- Greens-Emirates Hills
Principal	Mankani Shakuntala
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 (Foundation to Year 13)
Attendance	Good
Number of students on roll	1345
Largest nationality group of Students	British
Number of Emirati students	2 (less than 1%)
Date of the inspection	10th March to 13th March 2014

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The context of the school

The Regent International School, located in Emirates Hills Dubai, is a Foundation Stage to Year 13 school, catering for children and students aged from three to 18 years. At the time of the inspection there were 1345 students on roll, a seven percent increase on the previous year. The majority of students are from the United Kingdom with significant numbers of European, Indian, Asian, Arabic and Pakistani students. There were a few Emirati students. About eight per cent of the students studied Arabic as a first language. The school had identified ten percent of students as having some form of special educational need.

The school had a Foundation Stage following the Early Years Foundation Stage (EYFS) curriculum, a primary phase (Years 1 to 6), a secondary phase (Years 7 to 11) and a post-16 phase (Years 12 to 13). The school followed the English National Curriculum with students taking International General Certificate (IGCSE) examinations in Years 10 and 11, and Advanced Supplementary and Advanced Level examinations in post-16. At the time of the inspection, there were 103 teachers and 34 teaching assistants. Teachers had a range of academic and teaching qualifications suitably matched to the UK curriculum. At the time of the inspection the school was being led by an executive director of the parent company.

Overall school performance 2013-2014

Good

Key strengths

- The purposeful and committed leadership of the Education Director and her senior and middle staff;
- Students outstanding personal responsibility from Foundation to secondary phases;
- The good quality of teaching, learning and assessment in all phases of the school;
- The outstanding assessment, curriculum, quality of support and guidance in the Foundation Stage.

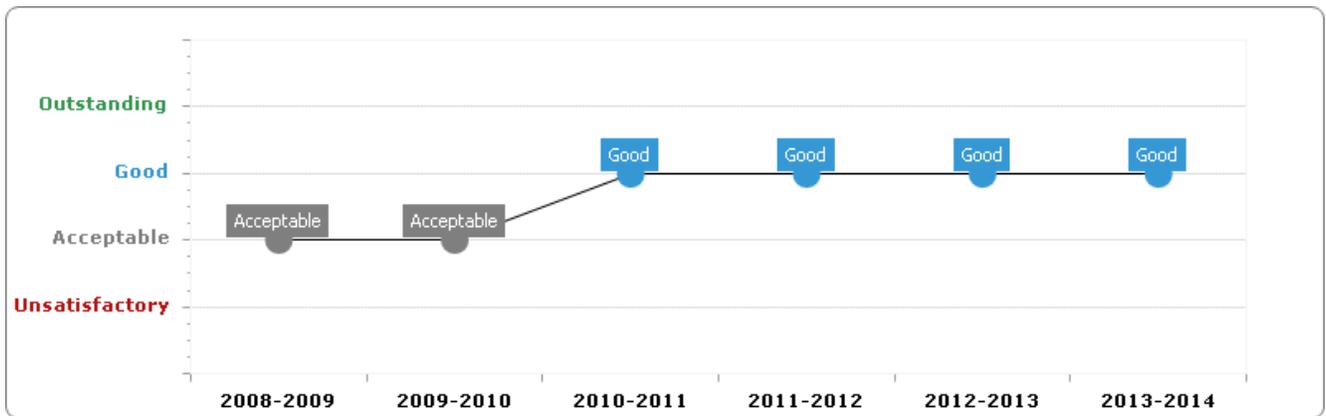
Recommendations

- Raise students' attainment and progress in Arabic and Islamic Education across the school by improving teaching and raising expectations.
- Raise the quality of teaching and learning in all phases by:
 - matching work more closely to students' abilities and aptitudes;
 - challenging higher attaining students in all lessons;
 - ensuring that teaching assistants are more involved in supporting learning;
- Improve the quality of provision and support for students who have special educational needs in the secondary and post-16 phases.

Progress since the last inspection

- Attainment in primary English, and attainment and progress in secondary science had improved.
- The quality of teaching and learning in the secondary phase had improved.
- The support for students with special educational needs had improved and students enjoyed healthier lifestyles.
- Students' attitudes and behaviour were now outstanding in the primary and secondary phases of the school.
- Recruitment and retention strategies have ensured greater stability of staffing across the school.

Trend of overall performance



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

	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	Acceptable	Acceptable	Not Applicable
Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
English				
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good
Mathematics				
Attainment	Good	Good	Good	Acceptable
Progress	Good	Good	Good	Good
Science				
Attainment	Good	Good	Good	Acceptable
Progress	Good	Good	Good	Good

[Read paragraph](#)

	Foundation Stage	Primary	Secondary	Post-16
Quality of students' learning skills	Good	Good	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

How good are teaching and assessment?

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

[Read paragraph](#)

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

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

[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
Parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

How good are the students' attainment and progress?

Attainment was acceptable in Islamic Education, Arabic as a first and additional language and post-16 mathematics and science. It was good in English mathematics and science in all other phases. In Islamic Education, students recited and memorised short Surahs of Holy Quran. In Arabic as a first language, students' listening skills were appropriate to their age their speaking and reading skills were less well developed. In Arabic as an additional language, students could write simple, short sentences but their ability to use what they learnt to communicate with others was limited. In English in the Foundation Stage children understood how writing conveyed meaning. In the primary phase, students' written compositions were a strength while, in the secondary and post-16 phases, technical language skills were well-developed. In mathematics, children in the Foundation Stage performed simple operations such as dividing by 2 and 5 as well as simple addition and subtraction. Most primary age students had acquired good number skills and used mathematical language well. By post-16, most students were able to interpret graphs accurately, draw conclusions and suggest a hypothesis for their findings. In science, students successfully designed and carried out scientific investigations. They formulated hypotheses on the basis of well-understood scientific concepts. In post-16 attainment in mathematics and science was weaker when older students entered the school with lower levels of attainment.

Progress was good in most key subjects and phases, except for Arabic as a first and additional language and secondary Islamic Education where it was acceptable. Progress in Islamic Education was in line with the curriculum expectations for the majority of students. Primary students made strong progress in their understanding and appreciation of Islamic values and their knowledge of key Islamic principles and Seerah was developing well. In Arabic, at both levels, the development of listening skills was steady. Copying skills were well developed but this was at the expense of the development of their independent writing skills. In English in the Foundation Stage, progress was good for almost all children. In the secondary and post-16 phases, where progress was good, students had a heightened awareness and use of learning targets. Progress in mathematics was good although variable within and across grades because of inconsistencies in the provision of support. Students made good progress in their use of scientific vocabulary and in interpreting information from graphs. In a few lessons higher attaining students and those with English as an additional language made slower than expected progress when work was not closely matched to their specific needs.

[View judgements](#)

Quality of students' learning skills

The quality of students learning skills was good throughout the school. Almost all students were enthusiastic learners and willingly engaged in the learning process. Children in the Foundation Stage made good progress

because teachers showed a growing awareness of how children learn. The setting of individual targets was a strong feature of the school and enabled students to monitor their own progress. In the most productive learning, students listened well to others, offered both supportive and critical responses, and undertook suitably challenging investigative activities. Making a connection to prior learning and linking it to real life was mostly evident in the Foundation Stage, the upper primary and secondary phases. In Arabic, too many students were passive in their learning and had insufficient opportunities for enquiry, research and critical thinking. A few students in the lower grades were easily distracted and failed to make appropriate progress in their learning.

[View judgements](#)

How good is the students' personal and social development?

Students' personal responsibility was outstanding in the Foundation Stage to secondary phases, and good in the post-16 phase where students were often new to the school and less committed to the ethos. Excellent attitudes were evident in the very high levels of mutual respect and positive teacher-student interactions. Self-reliance was less well developed in Years 1 to 4 where students were too dependent upon their teachers. Student's awareness and attitudes towards healthy living were very positive. Attendance over the last full term was good.

Students had a good understanding of, and respect for, Islamic values. In discussions, they demonstrated their knowledge of the culture of both historical and modern Dubai. Students at all stages could explain clearly how Islamic values influenced Dubai society. Students across the school had established good relationships with their peers from different cultures. They were able to describe confidently how living in a multi-cultural society enriched their lives.

Students' understanding of community and environmental responsibility was good across the school. Younger children were helpful to each other. Students understood their obligation to contribute to school life and that of the local community. Students' ideas were used to introduce charitable activities. Visits to business organisations helped them understand the value of work and enterprise. Students were limited in the number of opportunities they had to participate in the practical application of environmental awareness in community activities.

[View judgements](#)

How good are teaching and assessment?

Teaching was good across the school with strengths in the lower phases. Respectful relations between teachers and students ensured a positive learning environment. In most subjects teachers skillfully used their subject knowledge and a variety of resources to reinforce new learning and to make connections to real life contexts, especially in science. Effective questioning enhanced students' thinking skills and ensured that critical thinking was prominent in most subjects. In the best lessons, teachers accommodated students' different learning styles and promoted independent learning through self-assessment and reflection. Teachers generally had high expectations of students, including those with special educational needs. However, not all lessons held sufficient challenge for all students and not all support was sufficiently effective. Some over-direction by teachers and low expectations of students, particularly in Islamic Education and Arabic, did not allow students to make their own choices, work in their own ways or at their own levels. The availability and use of teaching assistants was variable.

Assessment was outstanding in the Foundation Stage and good in other phases. In the Foundation Stage children's progress was accurately recorded and tracked in linguistic, academic and social development. Most teachers knew children's strengths and areas for development but this was not always reflected in their planning and teaching. Marking of work was regular and usually informative, enabling support for next steps and improvement. In other phases the procedures for the collection of data including regular testing, assessment in class and well-structured self and peer assessments enabled teachers and students to closely monitor attainment and progress. Systems were generally effective at tracking students' National Curriculum levels but, in the secondary and post-16 phases, the progress of students with special educational needs was not always effectively tracked.

[View judgements](#)

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

The school's curriculum was outstanding in the Foundation Stage and good in the other phases. Its broad and balanced design was based upon the English National Curriculum which offered a good range of subject and progression opportunities. Strong planning ensured that students were well prepared to move smoothly between phases and curriculum improvement strategies had enabled the school to respond effectively to recent UK curriculum reforms. The quality of the curriculum in Islamic Education and Arabic was acceptable. Although it was underpinned by the Ministry of Education standards, further work was needed to raise expectations of the levels for each year group. A key aspect of the curriculum was the creative and innovative community links which ensured that learning was brought to life through connections with real life contexts. This was particularly strong in the Foundation Stage where the curriculum was shaped in response to

individual skills, needs and interests. The school had provided its small cohort of post-16 students with a suitable breadth of subject choices.

The curriculum was well designed to meet the needs of students across all phases of the school. In the post-16 phase, students benefitted from adequate staffing which allowed for individual student interest and need. Specialist facilities in art, music, robotics and food technology provided additional choice. In the Foundation Stage, most classroom environments offered independent choice which encouraged creativity and independent learning. Gifted and talented students had variable provision and challenge.

[View judgements](#)

How well does the school protect and support students?

Attention to all matters of health and safety was good across the school. Fire drills were held regularly and detailed records of health, safety, transport and maintenance requirements were up to date. Campus security was sufficient and effective with visitor sign in, door swipe cards and CCTV. School buses operated efficiently and met required standards. General traffic management was well-supervised at key points of the day. Comprehensive advice on healthy living was provided by the clinic including regular health checks. Provision for child protection was supported by a written policy, staff awareness of the clear procedures and strong and trusting relationships between students and teachers.

The quality of support was outstanding in the Foundation Stage and good in other phases. In the Foundation Stage, relationships were excellent, trusting and positive. The identification of support for children with special educational needs was accurate and well-focused leading to good progress in most cases, although the quality of support for gifted and talented students varied across phases and subjects. There was excellent care, support and guidance, especially on health education and exemplary attitudes promoted well through assemblies and the 'Star of the Week'. Attendance rates had improved and parents were contacted immediately when students did not attend.

[View judgements](#)

How good are the leadership and management of the school?

The quality of leadership and management was good. The Executive Director and her senior team were well intentioned and fully committed to the school, to the parents and to the students. The leadership in English and mathematics and science was similarly focused. The Executive Director worked closely with the school's owners to provide a clear direction for the school ensuring that staff were more accountable for their work.

Relationships between leaders and staff was professional and supportive. Leaders have been successful in enhancing the quality of teaching, particularly in the secondary phase.

Self-evaluation and improvement planning were good. Leaders and managers had a good awareness of the strengths and weaknesses of the school. Self-evaluation was realistic and accurate but school improvement plans were overly extensive and lacked focus. Across the school priorities were known and acted upon. Subject self-evaluation was secure with particular strengths in science. Leaders had an astute understanding of the strengths and weaknesses of teaching through comprehensive lesson observations, but these were not sufficiently linked to professional development opportunities or intended outcomes. Since the previous inspection the quality of teaching and learning in the secondary phase had improved as had the support for students with special educational needs. Almost all students enjoyed healthier lifestyles.

The quality of partnerships with the parents and the community was good. Parents were highly supportive of the school and felt they were part of a close knit community. They were always welcome at the school and reported that there was an 'open door' policy. Particularly good support was provided by the popular Parent Liaison Officer. Concerns, queries and suggestions were generally well received and acted upon quickly and discreetly. Reporting on students' attainment and progress was regular. Links with the local community were limited but developing.

Governance was good. The governing board played a significant role in supporting the school and ensuring that the school met its commitments to parents. Governors visited the school and had a growing awareness of strengths and weaknesses. Parents and teachers were represented on the board and were being trained to take greater responsibility for example taking learning walks to observe teaching and learning. Minutes of Governing Board meetings confirmed that there were arrangements for ongoing training for their role. Statutory duties were met.

Management was good. The day-to-day operation of the school was smooth. Staff turnover had been reduced. A recently opened technology block was a welcome addition and the provision of quality computer equipment supported the development of 21st century skills. Some further improvements were required in other areas of resourcing.

[View judgements](#)

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

The school was inclusive and provided good support for students who had special educational needs. Only those students for whom the school felt it could provide a good standard of education were admitted.

Effective systems were in place to identify specific needs quickly and accurately. This usually followed initial testing and a referral from teachers or parents. Support in the Foundation Stage and primary phase was effective, with good modifications made to the curriculum and teaching. This enabled students to make rapid progress. In the minority of lessons where teaching was not well matched to students' needs, progress was slower. Parents were closely involved at all stages and individual education plans were clear and useful, with relevant short term targets. Students' progress was monitored carefully and key information was shared. Provision for the identification and support of those who were gifted and talented was not as consistent as for other students. In the secondary phase provision was acceptable. Subject teachers received limited help to support students and lacked specific expertise, resulting in a variable quality of provision. The school had identified this and was in the process of addressing it.

How well does the school teach Arabic as a first language?

Across the school, most of the teaching in Arabic as a first language was acceptable. Teachers had secure subject knowledge and lesson plans had clear objectives which were sometimes shared with students. In most lessons, teacher talk dominated, offering few opportunities for students to be involved. Teachers made adequate use of a range of resources including information technology to enhance learning for students. However, the planned activities did not always provide rich learning opportunities leading to real linguistic development for all students. In too many cases, teachers relied heavily on presentation and oral questions to a minority of students. Some teachers attempted to match work well to the students' needs although this rarely happened for higher attaining students. The school's curriculum was based on Ministry of Education standards. However, the school teachers did not fully understand standards for modern foreign languages. Transition between the different phases of school was acceptable. Cross curricular links were not planned and additional opportunities to support student's knowledge and awareness were limited. There were too few opportunities for students to experience sufficient challenge in Arabic.

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	221	23%
	Last year	236	31%
Teachers	56		54%
Students	40		91%

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

A minority of parents responded to their survey a lower percentage than the previous year. Parents were generally positive about the school and almost all felt that the school provided a good quality of education. Parents felt their child was making good progress in English, mathematics and science. Almost all parents agreed that their child enjoyed school and that they were looked after and kept safe. Most felt that the school was well led but a few were concerned that school leaders did not listen to their opinions. School reports and parent meetings were found to be helpful and regular. The survey was also undertaken by about half of the teachers and the majority of older students. Most teachers were satisfied with the quality of education and thought that the school was well led. Teachers felt that leaders listened to their opinions but one fifth said that the school did not support their ongoing professional development. Almost all students felt they made good progress in English, mathematics and science. They agreed that they were well looked after and kept safe. A minority of students were concerned that school leaders did not listen to their opinions.

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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