

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



**Inspection Report
2018-2019**

**Regent International
Private School**

11 YEARS OF INSPECTIONS

Very good









Curriculum
UK
















Contents






| | |
|--|-----------|
| Contents..... | 2 |
| School Information..... | 3 |
| Summary of Inspection Findings 2018-2019..... | 4 |
| Overall School Performance..... | 6 |
| National Priorities..... | 8 |
| National Agenda Parameter..... | 8 |
| Reading Across the Curriculum..... | 9 |
| UAE Social Studies..... | 9 |
| Innovation..... | 9 |
| Main Inspection Report..... | 10 |
| The View of parents, teachers, and senior students..... | 19 |

School Information

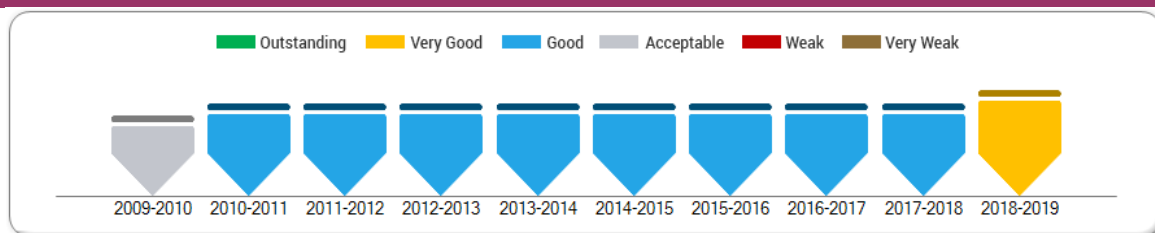
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|----------------------------|--|------------------------|
| General Information |  Location | Emirates Hills |
| |  Opening year of School | 1993 |
| |  Website | www.risdubai.com |
| |  Telephone | 0097143608830 |
| |  Principal | Gaynor Dale |
| |  Principal - Date appointed | 9/1/2018 |
| |  Language of Instruction | English |
| |  Inspection Dates: | 05 to 08 November 2018 |

| | | |
|-----------------|---|----------------|
| Students |  Gender of students | Boys and girls |
| |  Age range | 3-11 |
| |  Grades or year groups | FS1-Year 6 |
| |  Number of students on roll | 1008 |
| |  Number of Emirati students | 3 |
| |  Number of students of determination | 54 |
| |  Largest nationality group of students | Indian |

| | | |
|-----------------|---|---------|
| Teachers |  Number of teachers | 72 |
| |  Largest nationality group of teachers | British |
| |  Number of teaching assistants | 19 |
| |  Teacher-student ratio | 1:14 |
| |  Number of guidance counsellors | 1 |
| |  Teacher turnover | 28 |

| | | |
|-------------------|---|-----------|
| Curriculum |  Educational Permit/ License | UK |
| |  Main Curriculum | UK |
| |  External Tests and Examinations | NA |
| |  Accreditation | NA |
| |  National Agenda Benchmark Tests | CAT4 / GL |

School Journey for Regent International Private School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **very good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' critical thinking, independence in learning, and investigative skills are extremely well developed. Very high levels of student achievement have been maintained in English, mathematics and science, as demonstrated by exceptional performance in externally benchmarked international tests. Children make excellent progress in the early years within a highly creative and imaginative learning environment. Progress in Arabic and Islamic education is acceptable.
- Students' commendable sense of personal and social responsibility, their extremely positive attitudes, innovative and enterprise skills are remarkable. They have acquired a sense of maturity and responsibility for their work and behaviours which are beyond age-related expectations. Their self-confidence and self-esteem are evident in class activities, social events and sports leadership, and they readily seize opportunities to show initiative.

Provision for learners

- Students use computers well for research, recording work, preparing materials to teach other students, and to read in preparation for upcoming lessons. Teaching is challenging and expectations are high. Lessons are exciting and capture students' attention. Internal assessment processes are moderated against National Curriculum for England (NCFE) expectations and external benchmark tests to give accurate measures of students' academic development. Teaching and assessment are improving in Arabic and Islamic education.
- Leaders gain insights into what works best and what can be further improved through regular reviews. Recent successful innovations include links between moral education, the Ministry of Education (MoE) social studies programme, and the school's exceptional 'positive learning' approach. An increasing range of extra-curricular activities enriches students' learning. The school effectively and sensitively explores ways to expose students to Emirati culture and UAE society.
- The quality of care and the protection of students are excellent. The school provides a very safe, hygienic and secure environment. The school promotes very good attendance and punctuality. The identification of need and the support for students of determination ensure that they make good progress in both academic and personal development programmes.

Leadership and management

- The inspirational leadership of the principal and senior staff and the positive role models they provide ensure very high-quality student outcomes and continuous improvement across almost all subjects. Self-evaluation has further improved with all leaders demonstrating keen knowledge of their areas of accountability. Governors have begun to attend to urgent investment issues to improve achievement in Arabic and Islamic education.

What the school does best:

- The inspirational leadership of the principal and senior staff, and the positive role models they provide
- Students' extremely well-developed critical thinking, independence in learning, and investigative skills
- Students' commendable sense of personal and social responsibility, their extremely positive attitudes, and their innovation and enterprise skills
- The outstanding attention given to ensuring students' health and safety within a warm, nurturing and friendly environment
- The exceptional progress children make in the early years within a highly creative and imaginative learning environment.







Key recommendations:

- Ensure that the excellent teaching practice evident in many subjects is shared throughout the school to address areas of underperformance.
- Maximise the support governors provide for school leaders in fulfilling their ambition to ensure high quality provision in all areas of the curriculum.

Overall School Performance

Very good ↑

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|--------------------|----------------------|----------------|----------------|
|  Islamic Education | Attainment | Not applicable | Acceptable | Not applicable | Not applicable |
| | Progress | Not applicable | Acceptable ↓ | 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 | 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 |
| Learning skills | | Outstanding | Outstanding ↑ | 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 | Outstanding ↑ | 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 | Outstanding ↑ | Not applicable | Not applicable |

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's progression in international assessments is above expectations.

- Students in Year 5 narrowly missed their targets in mathematics and science. However, there was a significant improvement in their performance, and their outcomes are at the high international benchmark level. In the N.A.P. tests, the improvements in mathematics and science over a twelve-month period are very good. In science the outcomes are outstanding. When comparing student achievement in relation to their potential, the results for all three subjects are outstanding.

Impact of leadership is above expectations.

- Leaders at all levels have an excellent understanding of the National Agenda priorities. Their action plans have a realistic focus on areas for improvement and how to achieve them. This has a clear impact on students' outcomes, particularly on improving their learning skills.

Impact of learning is above expectations.

- Critical thinking is at the centre of every lesson. Students are provided with the tools for thinking and are actively encouraged to ask questions to deepen their understanding; opportunities for research are more limited. This approach is having a positive impact on their ability to reason and solve problems.

The school's progression to achieve its UAE National Agenda targets is above expectations.

For development:

- Set challenging targets for all students to further improve performance in international and benchmark tests.
- Encourage all other subjects to adopt the best practices of the National Agenda areas in terms of their action planning.
- Maximise the use of technology by increasing the number of opportunities for research projects.

Reading across the curriculum

- Students' secure reading skills make a significant contribution to their learning. Their ability to draw inferences supports their well-established critical thinking skills.
- Younger students make rapid progress in decoding unfamiliar words. By Year 6, students use well-established reading strategies when making verbal and written presentations about their research.
- The libraries are used effectively to develop students' skills and generate enthusiasm for reading. Librarians create a purposeful atmosphere and provide a central resource for school-wide reading initiatives.
- Leaders are fully committed to promoting love of reading. They monitor the impact of the many reading initiatives to inform subsequent strategies.

For development:

- Leaders should sustain their efforts to promote reading skills in Arabic.

UAE social studies

- The curriculum is effectively aligned with UAE learning outcomes. Teachers use up-to-date, rich and relevant resources to engage all groups of students.
- Students engage in critical thinking and research opportunities to make meaningful connections with the real world. They understand the purpose of their learning and how it also benefits others.
- In lessons and in their recent work, a majority of students demonstrates levels of knowledge, skills and understanding that are above curriculum standards.
- The majority of students make better than expected progress in relation to their individual starting points. They make much better progress in lessons and in their recent work than in formal tests.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Innovation skills are well developed. Students use modern technology routinely in their day-to-day learning. For example, they generate QR codes and use the See-saw program to communicate with their teachers. They develop mature critical thinking skills and use them to devise potential solutions to problems such as marine pollution.
- Students' enterprise skills are encouraged and nurtured in lessons and extra-curricular activities. Even young children demonstrate entrepreneurialism by raising funds through a variety of activities.
- The introduction of 'Thinking Schools' techniques ensures that the classroom is a centre of inquiry and critical thinking in every lesson.
- Students are encouraged to think in original ways and to explore opportunities for student leadership.
- The school leadership has innovatively recruited leaders of Arabic and Islamic education with international experience through creative networking, whilst ensuring retention with enhanced remuneration packages and status within the school.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|--------------|----------------|----------------|
| Attainment | Not applicable | Acceptable | Not applicable | Not applicable |
| Progress | Not applicable | Acceptable ↓ | Not applicable | Not applicable |

- Students in Year 1 have adequate knowledge of Islam, but lack the detail of each pillar. In Year 6, students have adequate general knowledge about Islam, but they lack deeper understanding of the meaning of Sunnah.
- Students have superficial knowledge of Islamic teachings and lack detailed understanding. They find it difficult to read the Holy Qur'an with Tajweed skills. Students grasp of Arabic language restricts their learning across all year groups.
- Since the last inspection, recitation skills have improved adequately. Although there has been some improvement in assessment procedures that has led to better planning, this has not been effectively and consistently implemented in lessons. Consequently, progress is variable.

For development:

- Produce a more detailed departmental improvement plan based upon effective use of assessment information.
- Work closely with other departments to share good teaching practice.

Arabic as a first language

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|------------|----------------|----------------|
| Attainment | Not applicable | Acceptable | Not applicable | Not applicable |
| Progress | Not applicable | Acceptable | Not applicable | Not applicable |

- There is no significant difference in terms of attainment and progress in comparison to last year's inspection report. Students in Years 3, 4, and 5 make inconsistent progress that is better than the other years.
- Most students show the age-appropriate level of development in listening and speaking. Their writing skills are still underdeveloped due to a lack of opportunities to practise and the limited constructive feedback from teachers.
- The school has added an additional period for reading and writing and has enriched the curriculum with a variety of activities. However, these changes have not had a significant impact upon students' attainment and progress.

For development:

- Provide more opportunities for students to practise speaking and writing in meaningful contexts.
- Make questioning and class activities more challenging and relevant.

Arabic as an Additional Language

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|------------|----------------|----------------|
| Attainment | Not applicable | Acceptable | Not applicable | Not applicable |
| Progress | Not applicable | Acceptable | Not applicable | Not applicable |

- Attainment has not changed in the primary phase since last year. Students' listening and speaking skills are only developing slowly due to excessive usage of English language in some lessons.
- Students' progress is in line with expectations when related to the number of years of study. Their writing skills are still underdeveloped due to insufficient opportunities. Teachers' written feedback in students' notebooks is not detailed enough and does not identify the next steps for improvement.
- The department now uses benchmark data to identify students' performance profiles and uses the findings to form its action plan, which focuses appropriately on curriculum modification. The impact of these changes on student progress is limited.

For development:

- Limit the use of English as a language of instruction in Arabic lessons.
- Provide more planned opportunities to strengthen students' writing and speaking skills

English

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-----------|----------------|----------------|
| Attainment | Very good | Good ↓ | Not applicable | Not applicable |
| Progress | Outstanding | Very good | Not applicable | Not applicable |

- Children in the Foundation Stage (FS) are quickly able to communicate effectively and make rapid progress in using the sounds letters make to read unfamiliar words. Attainment in the primary phase is lower where a larger number of students speak English as an additional language (EAL).
- Students' speaking and listening skills accelerate through the school. By Year 6 students are typically very articulate. They read with understanding, draw inference from texts and incorporate a good variety of literacy devices in their writing across the curriculum.
- Leaders have introduced a number of successful initiatives to promote reading for pleasure and as an essential learning skill. An accelerated reading programme, and the 'talk for writing' approach, are having a positive impact, especially for students who speak EAL.

For development:

- Raise the attainment of students who speak EAL, particularly in the primary phase.

Mathematics

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

- In the FS, almost all children's outcomes exceed expectations across all areas of mathematical competence. In primary achievement does not match these extremely high levels. The reason for this difference is considerable mobility of the student population.
- Students across both phases are particularly strong in their understanding of number and the application of mathematical operations to the real world. As many speak EAL, the school has identified the need to focus on strategies for solving word problems.
- The style of teaching and the sharp focus on critical thinking substantially enhances students' ability to reason, analyse and evaluate, thereby improving their ability to apply mathematical operations.

For Development:

- Deepen students' understanding of the application of mathematical operations to word problems by reinforcing and highlighting the focus on specialist mathematical terminology.

Science

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

- In the FS, the youngest children have a wide understanding of differences between materials and living things. Older children have an excellent grasp of how human activity can affect the environment, and they make considerable progress in developing their investigative skills.
- Students have broad scientific knowledge, which they relate effectively to everyday situations. They make fast progress in understanding, for example, the water cycle, how gravity and air resistance affect a parachute, and how electrical circuits work.
- Nearly all students have very good investigative skills and can plan and carry out experiments to obtain reliable results. Occasionally, teachers provide too much direction on how to carry out an investigation. Students use tablets extremely well to support their work.

For Development:

- Ensure that all teachers allow students to think of their own ideas about how to carry out an investigation.

Learning Skills

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|---------------|----------------|----------------|
| Learning skills | Outstanding | Outstanding ↑ | Not applicable | Not applicable |

- Children in the FS know how to collaborate, share and follow their own interests. Their enthusiasm for learning is almost always evident. They routinely use their mature critical thinking skills as they express views and search for solutions to problems.
- Students are adept at using their sophisticated learning skills in different contexts. They think creatively when challenged to be innovative and are skilled in using modern technology. They relish suggesting solutions to real life problems, such as air pollution in Dubai.
- Initiatives such as integrating 'values in action', social studies and moral education have a positive impact on students' ability to articulate their opinions, take account of others' views and reach their own conclusions.

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

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

- Students are very positive and proud of their school, and they promote its strengths whenever possible. They demonstrate a strong self-reliance and take responsibility for their actions. Students display exceptional and respectful attitudes towards their learning and each other.
- Students have genuine concern for others. They thrive on critical feedback and take clear responsibility for their own improvements. Students are socially and culturally aware and demonstrate high levels of consideration, mutual respect and tolerance.
- Students have a strong understanding of how to live a healthy life and stay safe. They know how to keep fit and well. They have a clear understanding of the safe use of the Internet. Attendance is very good.

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

- Students show good understanding of the aspects which play a major role in enhancing the values of Islam in the UAE society. For example, they consider being polite everywhere an Islamic value.
- Students strongly appreciate and understand the UAE culture and heritage. They are knowledgeable and proud of Emirati rituals and traditions. In the lower year groups they can name the seven emirates and the colours of the UAE flag.
- Students demonstrate good understanding, awareness and appreciation of their own culture in the school. They speak proudly about their respective countries in terms of food, clothes and rituals. Their knowledge of other world cultures is underdeveloped.

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

- Students are generally aware of their responsibilities at school and in the surrounding area. They initiate some voluntary activities. Children in the FS are very involved in a variety of charitable initiatives.
- Students have many opportunities to interact with the wider community through clubs and projects, supported and encouraged by the school. They are aware of the importance of contributing to different local initiatives, such as visiting local beaches to clean them and raising money for turtle rehabilitation.
- Students are eager to learn, are anxious to succeed and work hard to achieve their goals. They take on leadership responsibilities in extra-curricular and club activities, particularly in the leadership club. A majority of students take part in a wider range of enterprise and entrepreneurship learning.

For Development:

- Deepen students' awareness and understanding of other world cultures.

3. Teaching and assessment

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

- Teaching remains highly effective, particularly in the FS. In both phases, teachers use assessment information extremely well to make sure work is matched to students' needs and the way they learn. Teachers have very good, and often, outstanding subject knowledge.
- In both phases, teachers provide many opportunities for students to organise their own learning and to develop their critical thinking and investigative skills. Teachers use questioning effectively and usually provide sufficient time for students to discuss their ideas before learning activities start.
- Teachers effectively facilitate students' use of computers for research, recording work and preparing materials to teach their peers. Teachers' expectations are high and lessons are often challenging. As a result, learning is exciting and captures students' attention. Teaching is beginning to show signs of some improvement in Arabic and Islamic education.

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

- In the FS assessment is closely and effectively aligned to the Early Years Foundation Stage (EYFS) curriculum. In primary, internal assessment processes are moderated against the NCFE and the external benchmark tests to give accurate measures of students' academic development.
- A strength of assessment throughout the school is the use of data to inform planning. All teachers know their students very well. The analysis of assessment data is used effectively by school leaders to modify the curriculum and adapt teaching strategies.
- An improvement since the last inspection has been the steps taken by the Arabic and Islamic education departments to introduce effective systems of assessment. They now use assessment data to develop strategies, but this requires more time to demonstrate sustained impact.

For Development:

- Monitor the changes to assessment in Arabic and Islamic education to ensure they have a positive impact on student outcomes.

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|---------------|----------------|----------------|
| Curriculum design and implementation | Outstanding | Outstanding ↑ | Not applicable | Not applicable |

- The FS provides an extensive range of developmental learning experiences that engage and delight children. Primary students benefit from an imaginative, rich and varied curriculum that challenges them academically and provides many enjoyable and memorable experiences.
- Key questions provide the basis for much learning across the curriculum. This approach successfully promotes students' critical thinking skills and ensures that students of all abilities can respond at their own level. Open-ended activities enliven learning and frequently lead to meaningful links between subjects.
- Regular curriculum reviews provide insights into what works best and what can be developed. Recent successful innovations include links among moral education, the UAE social studies programme and the school's exceptional 'positive learning' approach.
- Moral education is fully integrated within the curriculum across all year levels.

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

- The school's curriculum structure promotes flexible goals and methods to accommodate individual learning differences. Many examples of this can be observed where the curriculum is consistently and fully adapted to meet the needs of both FS and primary students.
- The implemented curriculum allows for and encourages innovative teaching and enthusiastic learning. Particularly in the FS there are numerous examples of opportunities for innovation and social contribution through both class assignments and extra-curricular activities.
- The school effectively and sensitively explores ways to expose students to Emirati culture and UAE society. Most aspects of the content are woven into the curriculum and are enhanced through activities, such as the school-wide recognition of local celebrations.
- The Arabic curriculum in the FS is appropriately and fully integrated with all other areas of development. Native and non-native speakers of Arabic are combined, and the school's programme focuses on developing phonetic awareness, phonics, basic language and vocabulary to facilitate transition to Year 1.

For development:

- Extend the opportunities for students, particularly in the primary phase, to be involved in extra-curricular activities that include social contribution.

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 |

- Child protection requirements are fully met. The school has effective, well-established procedures to keep staff fully up-to-date, and to ensure compliance with current legislation. Relationships are excellent and contribute to a positive atmosphere, so that students feel can go to any member of staff if they have a problem.
- The school is safe. Healthy lifestyles are promoted around the school. Trained staff provide medical care. Transport arrangements are excellent, and children entering and leaving the school are effectively supervised, as they are in classrooms, corridors and on the outside grounds.
- The school grounds and buildings are extremely well supervised and maintained. They are clean, bright and well decorated. The water systems, swimming pools and air conditioning are kept in excellent condition to ensure they are safe and healthy.

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

- The 'Positive Education' programme, which has been embraced by the school, contributes immensely to the very positive staff-student relationships. The ongoing, school-wide reinforcement of the '24 Character Strengths' sustains this programme.
- Significant improvements in the identification and assessment of students of determination are directly linked to improvements in the provision of support and services for these students. Increased modification of the curriculum has led to more effective teaching for all students.
- Data from the 'Pupil Attitude to School and Self' (PASS) is used, in combination with other sources of information, to identify students who may be experiencing personal or social difficulties that might inhibit their academic progress. Effective interventions and support are made available.

For Development:

- Enhance the 'Positive Education' programme, the identification and assessment processes related to students of determination and the monitoring of student well-being.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school's admission policy is in keeping with federal law and the MoE policy. The practices of the school reflect their intention to welcome students of determination. The inclusive education action team provides effective direction and leadership.
- A range of assessment tools and procedures is used in the identification and assessment of students of determination. The information gained is effectively utilised in the development of individualised educational plans (IEPs), which lead to successful modification of the curriculum and focused teaching approaches.
- Parents are welcomed and are included in the planning and monitoring of their children's education. Parents report that the school is very responsive to their inquiries and requests. They are appreciative of the school's facilitation of external professional services.
- A variety of professional support personnel provide students of determination with programmes and services that are generally of very high quality. There are some instances where a lack of understanding of students' individual needs leads to less effective support.
- External assessments, and close monitoring of individual students' specific targets and work samples, indicate that that students of determination are making good progress.

For development:

- Ensure that all staff work towards the further development of awareness of the individual educational needs of students of determination.
- Support teaching assistants and teachers of Arabic and Islamic education, in identifying relevant and effective teaching strategies.

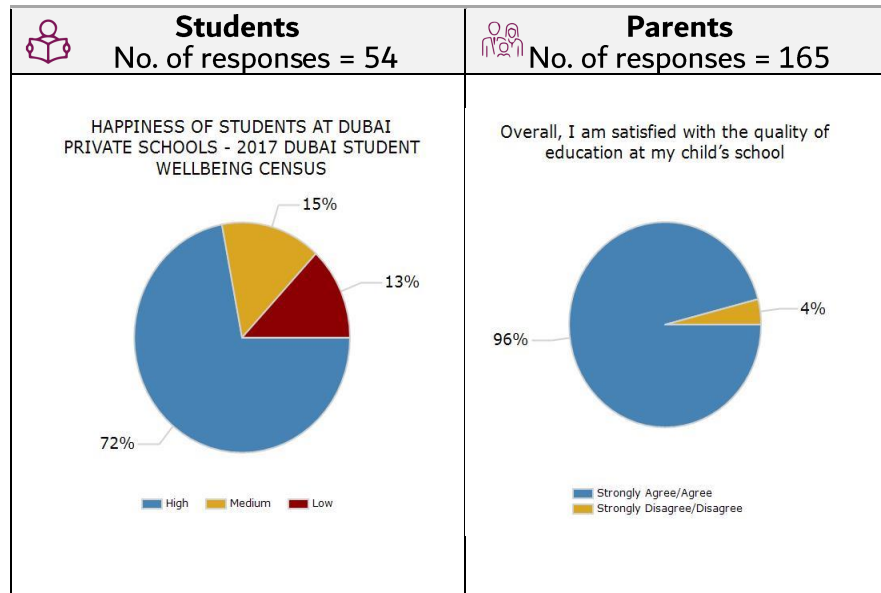
6. Leadership and management



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

- The principal and the senior leadership team have an innovative and coherent vision incorporating diversity and student-centred learning aimed at equipping young people for their futures. Effective strategic planning and monitoring have resulted in improvements across a range of performance indicators, notably in learning skills. Leadership is distributed so that leaders at all levels are empowered, show initiative and feel accountable for improved student outcomes.
- The evaluation of performance is based upon reliable information relating to all aspects of the school's work. Leaders diligently collect data to measure the impact of actions on student outcomes. A coherent framework for teacher performance management exists and is predicated upon teachers' effectiveness in supporting student achievement and investing in their own professional growth. Leaders design innovative and creative solutions to address the school's and national priorities.
- Parents are very satisfied with the prompt and helpful responses of the school to their questions or concerns. They speak highly of supportive teachers, proactive school leaders and a most conducive learning environment. They feel that communication with them is timely and value the Virtual Learning Environment (VLE) through which they receive news and feedback on their children's progress. They indicate that they choose the school because of the sense of community, the strong links with nursery schools and the supportive transition to secondary education.
- Governance continues to provide effective expertise and supportive mentorship. Governors monitor the school regularly and hold leaders to account for learning outcomes. They know the school well and seek to enhance the influence of parents in the decision-making process. They are committed to strategies to sustain high student performance in all curricular areas. They have provided improved staffing and resources for Arabic and Islamic education and understand the need for continued investment to sustain recent progress.
- The school is managed very effectively. It is staffed with well-qualified teachers who receive regular, supportive professional development. The school has a wide range of resources, which it keeps up-to-date and in good condition. It works hard to ensure the premises are suitable for all, and is considering installing a lift to ensure access for all users to all areas of the school.

The View of parents and senior students

Before the inspection, the views of the parents, and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



| | |
|--|--|
|  Students | <ul style="list-style-type: none"> Responses were received from the entire Year 6 cohort of 54 students. They are overwhelmingly positive and happy about being at school, demonstrating optimism and satisfaction with their school life. They express a sense of belonging, valued positive relationships with adults and trusted their teachers. They are confident about tackling tasks and feel a sense of success about their achievements. Almost all say that they have school friends to whom they can talk if something is bothering them. This reflects inspection findings. |
|  Parents | <ul style="list-style-type: none"> No quantitative analysis was provided on behalf of the 165 parent respondents. Some parents have taken up the offer to provide commentary. Positive views were expressed about supportive teachers, proactive school leaders and a conducive learning environment. A minority express concerns about lack of communication, high teacher turnover, expensive fees, insufficient engagement with stakeholders and the poor quality of Arabic and Islamic education. Inspection findings show a very positive parent-school partnership. |

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