

INSPECTION REPORT

Repton School Dubai

Report published in May 2012

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

GENERAL INFORMATION ABOUT Repton School Dubai

Location	Nad al Sheba
Type of school	Private
Website	www.reptondubai.org
Telephone	04-4269393
Address	PO Box 299331, Nad Al Sheba, Dubai .
Principal	Dr. Jonathan Hughes D'Aeth
Curriculum	UK/IB
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Foundation Stage to Year 13
Attendance	Acceptable
Number of students on roll	2,157
Number of Emirati students	181 (8%)
Date of the inspection	19th February to 23rd February 2012

Contents

The context of the school.....	3
Overall school performance 2011-2012.....	3
How has the school progressed since the last inspection?.....	3
Key strengths	4
Recommendations	4
How good are the students' attainment and progress in key subjects?.....	5
How good is the students' personal and social development?.....	7
How good are the teaching, learning and assessment?	8
How well does the curriculum meet the educational needs of students?	9
How well does the school protect and support students?.....	9
How good are the leadership and management of the school?.....	10
What are the views of parents, teachers and students?.....	12
What happens next?.....	13
How to contact us.....	13
Our work with schools.....	14

The context of the school

Repton School is situated in Nad Al Sheba. The school opened in 2007. In its first year, it admitted only Junior School students. The Senior School opened in 2008. Currently, the school has a total of 2,157 students, aged three to 18 years.

The school followed the English National Curriculum from Foundation Stage to Year 11. Students were entered for IGCSE at the end of the secondary phase and followed the International Baccalaureate Diploma Programme at post-16.

There were 214 full-time teachers, including the Headmaster and senior management team, and 15 part-time teachers. Teachers had appropriate teaching qualifications. They were supported by 64 teaching assistants. Students were grouped in 136 classes from Foundation Stage to Year 13. One hundred and eighty-two students, around eight percent of the school roll, were Emirati. Sixty-three nationalities were represented among the school population.

At the time of the inspection, the Headmaster was in his second year in post.

Overall school performance 2011-2012

Good

How has the school progressed since the last inspection?

Repton School provided a good quality of education, with several important strengths. Attainment and progress, curriculum and quality of teaching, learning and assessment were outstanding at Foundation Stage. At other phases of the school, attainment in English, mathematics and science was good and acceptable in Islamic Education and Arabic. Students' personal and social development was good. Teaching and learning in primary, senior and post-16 was good and assessment was acceptable. At primary and secondary stages, the curriculum was good and it was acceptable in post-16. The school's attention to health and safety was good. In primary, secondary and post-16, the quality of support for students was acceptable. The school's approaches to support students with special educational needs required improvement. Leadership was good, but at this stage in its development, senior leaders did not use improvement planning and self-evaluation in a sufficiently systematic way to support and monitor continuous improvement. Partnership with parents was a strength of the school.

The school had made acceptable progress towards addressing the recommendations in the previous inspection report. It had improved the rigour of classroom observations. With the clear direction set by leaders for the next stage of the school's development and with the full support of the Governing Board, the school had the clear capacity to continue to improve.

Key strengths

- The outstanding teaching, learning and curriculum at Foundation Stage and the attainment and progress of children in all areas of their learning;
- The mature attitudes and good behaviour of most students;
- The extensive range of extra-curricular activities;
- The outstanding partnership with parents;
- The very high quality of most of the school's facilities and resources.

Recommendations

- Raise students' attainment in Islamic Education and Arabic;
- Fully implement the common assessment strategy and make better use of assessment data to improve the quality and consistency of teaching and learning;
- Ensure a better whole school understanding of special educational needs and a more systematic approach to meeting these students' individual needs;
- Manage whole school developments at all levels more systematically, making better use of self-evaluation to guide and support improvement planning.

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

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

Attainment in Foundation Stage was outstanding in all areas of learning. In primary and secondary, it was good in English, mathematics and science and acceptable in Islamic Education and Arabic. At post-16, it was good in English and acceptable in the other key subjects. In Islamic Education, most students were able to perform appropriately recitations from The Holy Qur'an. In Arabic as a first language, student performance had some weaknesses in speaking, reading and writing. In Arabic as an additional language, their reading and writing skills were broadly in line with expectations but listening skills were less well developed. In English, by entry to Year 1, most were able to read texts and the majority could write basic sentences. By the later stages, language confidence was good, although boys' writing was weaker than girls'. In primary and secondary mathematics, students developed a good range of skills. In science, students gained a good knowledge of key concepts in a range of topics but their independent, investigative skills were under developed.

Progress in Foundation Stage was outstanding. In primary, secondary and post-16, it was generally good in English, mathematics and science. It was acceptable in the majority of phases in Islamic Education and Arabic. In secondary, progress was good in Islamic Education and Arabic as an additional language. In the latter, higher achieving students did not always make sufficient progress. Students made good progress across the school in English from their starting point in Foundation Stage. In mathematics and science, students made insufficient progress in their practical and investigative skills. Students with special educational needs made overall acceptable progress. In a few lessons where planning was better, they made good progress.

The attainment and progress of Emirati students broadly matched that of their peers in all subjects and phases. Attainment and progress in Islamic Education and Arabic were acceptable across the phases, except in post-16 phase, where progress in Arabic was good. Attainment and progress in English were similar to that of other students and students in the senior phase made accelerated progress through the 'English Plus' programme. In mathematics and science, attainment and progress were good. Children in the Foundation Stage were making outstanding progress and the attainment of the few Emirati students in the post -16 phase was acceptable.

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Attitudes and behaviour	Outstanding	Outstanding	Good	Good
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Good	Good	Good
Civic, economic and environmental understanding	Outstanding	Good	Good	Good

Students had very positive relationships with each other and were polite and respectful. Almost all behaved well and had a positive work ethic. Older students did not always display sufficient independence and initiative. Attendance was acceptable, but was weaker for Emirati students in secondary and post-16. Most students had an appropriate understanding of Islam and Muslim students showed pride in Islam. Most students knew some of the culture and traditions of Dubai. Children in the Foundation Stage had an excellent understanding of the richness of their multi-cultural surroundings. Older students valued the diversity of cultures within Dubai as well as the local traditions. A few students were not secure in their knowledge of the UAE in general. Some older students had taken on leadership roles such as being school councillors and prefects, but for others opportunities were limited. Young children took care of their immediate environment. Older students understood the need to protect the wider environment and some had initiated the introduction of recycling bins in classrooms.

How good are the teaching, learning and assessment?

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

Teaching for effective learning was outstanding in the Foundation Stage and good in the other phases of the school. In the Foundation Stage, inspirational teaching resulted from teachers' clear understanding of how young children learn. In other phases, teachers' subject knowledge was strong, ensuring that lessons were well planned and suitably resourced to support and enhance learning. Relationships were positive and teachers demonstrated high expectations of students' behaviour and engagement. Lesson planning did not always take account of students' prior knowledge. The learning needs of students with special educational needs and those who might be identified as gifted and talented were not met well enough. Teaching in subjects other than the key subjects was good. Teachers promoted interactive and engaging learning.

Learning was outstanding in the Foundation Stage and good in the rest of the school. Children in the Foundation Stage had very positive attitudes to learning and were eager to take part in the well-resourced activities which were offered. In the primary, secondary and post-16 phases, students were generally keen and willing learners. Almost all applied themselves well and worked hard, particularly when faced with challenging tasks.. They developed increasingly mature collaborative skills when working with their peers. Teachers did not systematically develop enquiry, research, critical thinking and other learning skills across all subjects and all phases.

Assessment was outstanding in the Foundation Stage and acceptable in the rest of the school. In the Foundation Stage, children's progress, in all areas of learning, was regularly recorded and carefully tracked. As a result, teachers had a very good knowledge of how well children were progressing. The school's recently introduced assessment database was detailed and extensive but still relatively new. Not all teachers were confident in its use and able to utilise its potential, particularly in identifying progress across

phases. Students undertook an array of externally set and moderated tests in the primary phase but the use of these was unclear, other than providing additional information for parents. Across the school, teachers had a thorough knowledge of their students' strengths and weaknesses but the school had not yet established a common assessment strategy. Marking in books was inconsistent and did not routinely include comments on how students might improve their work. The school did not make sufficient use of information on the attainment of specific groups of students.

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

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

In the Foundation Stage, a wide range of activities promoted excellent outcomes in all areas of learning particularly in English, numeracy and science, and in Arabic as an additional language. The curriculum in the primary and secondary phases provided students with a good range of learning experiences. However, arrangements to ensure smooth transition and curriculum continuity when students moved from one phase to the next required further development. Good provision for students with English as an additional language ensured that their progress was good. In the secondary phase, there were too few opportunities for students to develop their independent learning and critical thinking skills. As a result these skills were insufficiently developed in post-16. A rigorous curriculum review was being undertaken in the secondary phase to overcome this weakness and to create avenues for appropriate progression at this level. Enrichment through the extensive extra-curricular programme was outstanding and contributed significantly to students' personal and social development.

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	Good	Acceptable	Acceptable	Acceptable

Effective and well documented policies and procedures ensured that the school was a healthy, hygienic and safe place for students to learn and staff to work. Students developed a good awareness of safety for example, when they took part in regular fire drills or when they used the Internet. In addition, staff had received training in, and were well informed about, child protection. The buildings were well maintained

and clean. The clinic was very effectively organised and suitably equipped to deal with emergencies. The doctor and nurses focused well on promoting healthy living and eating across the school. Students had further opportunities to learn more about healthy lifestyles in a range of other subject areas.

Students benefited from good quality pastoral care. The school had established effective systems to ensure students' well-being and address their personal needs, including comprehensive careers guidance and advice on higher education. Relationships between staff and students were positive and behaviour was generally well managed by almost all staff. Systems for monitoring attendance and punctuality were acceptable. The school had not yet established a whole school approach to identifying and supporting students with special educational needs. It did not sufficiently monitor and review the progress of these students. It had begun the process and some good practice was observed where students received effective support from therapists and specialist teachers. However, approximately half of those currently identified were not adequately supported in their classes and so did not make expected progress.

How good are the leadership and management of the school?

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

The leadership of the school was good. The Headmaster and Deputy were very committed to the school and its improvement. They demonstrated a range of professional skills and had maintained a strong direction in pursuing the school's aims. Their general vision for the school was clear. The staff's full involvement in helping to clarify the next stages in development was crucial. Senior leaders successfully empowered others, who worked very effectively in their areas of responsibility. However, a few were relatively new to this level of management and required better training to fulfil their roles.

Self-evaluation and improvement planning were acceptable, but with some strengths. The school had a wide range of methods for reviewing its work. In addition to its regular monitoring visits to classrooms, it held annual internal inspections of classroom practice. The whole school self-evaluation report was comprehensive and the improvement plan offered a broad direction to the school. The plan, however, did

not focus clearly enough on the key areas of priority needed to take the school forward to its next stage. Nor did leaders use self-evaluation in a sufficiently systematic way to monitor and support the school's progressive development.

Partnerships with parents and the community were outstanding. Very good pastoral care, parent class representatives and the house system in senior school enabled the development of a very sound partnership. The school offered parents a very good range of information about its work through newsletters and a variety of helpful meetings and workshops. Parents, however, wanted to know more about the school's broad plans for improvement. The 'Friends of Repton' offered a very good level of support to the school. The school had a very wide range of expected community links.

Governance was good. There was a positive professional relationship between the Governing Board and the school. The school was well supported in a number of ways and was clearly held accountable through the Education sub-committee. However, in the context of the school's current stage of development, the Governing Board did not consistently empower leaders and teachers to take the school to the next stage of its development.

The management of staffing, facilities and resources was good. Management of the complex range of the school's functions was very effective. Staff were fully qualified but the school was not consistently addressing their professional needs. The school had a sound focus on inducting new teachers. The school campus provided a generous, well-maintained, attractive and well-resourced learning environment.

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	308	22%
	Last year	344	17%
Teachers	108		51%
Students	0		0%

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

About 20 per cent of parents responded to the questionnaire. Almost all were satisfied with the quality of education in the school and thought their child enjoyed being there. They felt their child was safe and well-looked after and that teachers ensured that students' work improved. Most thought the school was well led. Almost all teachers were satisfied with the quality of education available and most thought that students enjoyed life at school. The majority felt that they were part of a professional team and that the school was well led. However, less than half thought that the school supported their professional development well. Most students, when interviewed, thought that they were making good progress in their subjects and were positive about the quality of their learning. The majority thought there was someone at school they could talk to and a similar proportion expressed satisfaction with the good quality resources available for their learning. A minority of students thought they could not choose from a good range of subjects.

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

Copyright © 2012

This report is for internal use only and for the self-evaluation purposes of the school.
It should not be used for commercial purposes or in connection with a prospectus or advertisement.