

Inspection Report



Regent International Private School

2014-2015



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School information



General information

Location	Emirates Hills
Type of school	Private
Opening year of school	1993
Website	www.risdubai.com
Telephone	04-360-8830
Address	P.O Box 24857 Dubai-Greens-Emirates Hills
Principal	Janet O'Keeffe
Language of instruction	English
Inspection dates	9 th to 12 th March 2015



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1- Year 13
Number of students on roll	1453
Number of children in FS1	118
Number of Emirati students	7
Number of students with SEN	127
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	110
Largest nationality group of teachers	UK
Number of teacher assistants	35
Teacher-student ratio	1:13
Number of guidance counsellors	0
Teacher turnover	15%



Curriculum

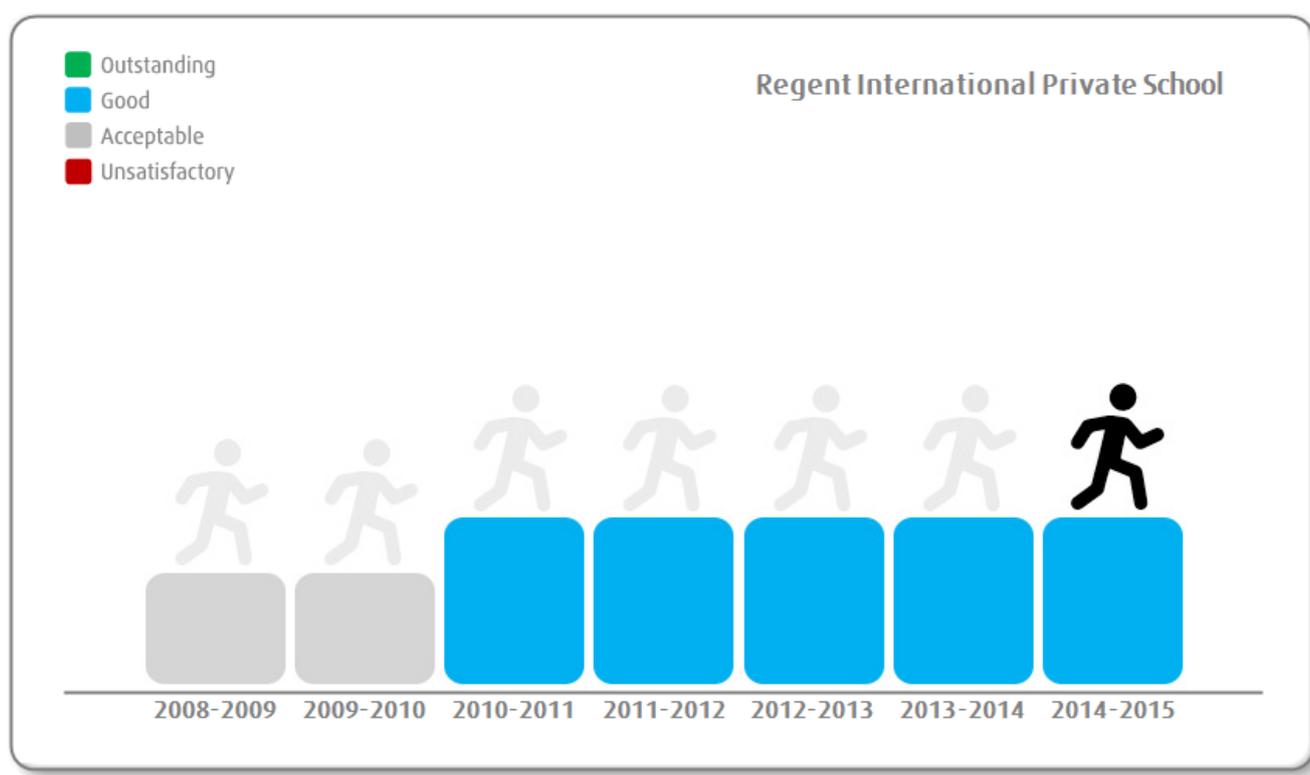
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	English SAT, IGCSE, AS-level and A-level
Accreditation	-



Dear Parents,

Regent International Private School was inspected by DSIB from 9th - 12th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The high quality curriculum and standards of teaching in the Foundation Stage ensured that children made rapid progress in their personal and social development and in learning in the key subjects.
- Students of all ages demonstrated very mature and responsible attitudes towards others and their learning.
- All staff members had success in keeping students safe and secure, and in promoting healthy lifestyles.
- All members of the senior leadership team were working effectively together, and had been successful in making school self-evaluation and improvement activities more rigorous.

Areas for improvement

- Improve the students' attainment of the curriculum expectations and their progress in learning Islamic Education and Arabic languages.
- Use assessment results, including those from external international tests, to improve the curriculum and lessons where necessary, and ensure that teachers consistently give helpful written feedback to students on their work.
- Improve the quality of leadership and middle management in the secondary phase to ensure more consistency in teaching quality and thus better learning outcomes for students.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Regent International Private School



How well does the school perform overall?

Overall, the Regent International Private School provided a 'Good' quality of education for its students.

- Children made outstanding progress learning English, mathematics and science in the Foundation Stage, and had good, age-appropriate knowledge, understanding and skills. In other phases, a majority of students made better than expected progress in these subjects and had generally good attainment. Students' progress and attainment in Islamic Education and Arabic languages were acceptable overall. Students were enthusiastic learners who could, when given opportunities, take responsibility for and direct their own learning.
- Students' personal responsibility was a strength. Students had a well-developed understanding of Islamic values, Emirati culture, and environmental issues.
- Well-planned lessons ensured that students responded positively to the learning opportunities presented to them. In the best lessons, teachers provided students with opportunities to research and enquire. Teachers used a range of internal and external assessment methods and monitored students' progress well in almost all subjects.
- The curriculum was broad and balanced, with a good focus on the development of enquiry and learning skills. The Post-16 curriculum offered a wide range of options. Overall, it was meeting the needs of different groups of students well. At the Foundation Stage, teachers amended the curriculum according to the children's interests and needs. The school offered a wide range of extra-curricular activities.
- Child protection procedures were clear and followed closely by the staff to safeguard students. Health and safety arrangements were of high quality. Across all phases, and particularly in the Foundation Stage, teachers and specialist staff supported students well with advice and guidance. Students in all phases knew to whom they could refer if they had a problem.
- The new Director of Education was working successfully with other members of the senior leadership team to improve the school. Senior leaders involved all staff members in effective processes for the review and development of the school's work. Two-way communication with parents was a positive feature. There were good links with the local community. The Governing Board included wide representation and exerted a positive influence upon the school. Senior staff members and others managed the school well. The premises and the material and human resources were suitable and allowed teachers to create a positive overall learning environment.

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



- Across the school, most students with special educational needs made good progress in learning most subjects. Students made slower progress in learning Islamic Education and Arabic.
- Teachers supported students well in a range of ways, including through small teaching groups, and differentiated tasks for different groups within classes.
- Individual needs teachers and learning support assistants provided additional help. Individual Education Plans (IEPs) in the secondary phase required personalisation. They did not identify individual students starting points, reducing opportunities to measure their progress.

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

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 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	Outstanding ↑	Good	Good	Good
 Mathematics	Attainment	Good	Good	Outstanding ↑	Good ↑
	Progress	Outstanding ↑	Good	Good	Good
 Science	Attainment	Good	Good	Good	Acceptable
	Progress	Outstanding ↑	Outstanding ↑	Good	Good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding ↑	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

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

4. 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	Outstanding 	Good	Good	Good

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Quality of support	Outstanding	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths

- The high quality curriculum in the Foundation Stage ensured that children explored the world around them, made rapid progress in their personal and social development, acquired knowledge, understanding and developed their learning skills.
- Students of all ages demonstrated very mature and responsible attitudes towards others and learning.
- All staff members worked hard and had great success implementing the school's well organised procedures for keeping students safe and secure, and for promoting healthy lifestyles.
- All members of the senior leadership team were working effectively together to develop key aspects of the school's work. They had been successful in introducing more rigour to reviews of the curriculum and the processes of school self-evaluation and improvement.

Changes since the last inspection

- The quality of curriculum design, teaching, learning skills, and progress in English, mathematics and science in the Foundation Stage had improved and was now outstanding.
- Students' attainment in mathematics in the Secondary and Post-16 phases had improved.
- Students' progress in learning science in the primary phase had improved to outstanding.
- Students' personal responsibility in the Post-16 phase had improved and was in line with that of students in other phases.
- Staff members had improved the arrangements for students' health and safety, which were implemented very effectively.

Recommendations

- Improve students' attainment and progress in Islamic Education and Arabic languages by: broadening the range of teaching approaches; challenging students to think for themselves; and, setting higher expectations of what students could achieve.
- Use the results from internal and external tests to improve the curriculum and teaching where necessary, and ensure that teachers consistently provide helpful, written feedback to students on their work.
- In the secondary phase teachers should: accurately identify the barriers to learning faced by students with special educational needs; write appropriate strategies which help support their students in all aspects of learning; and monitor students' progress carefully.
- Improve the quality of leadership and middle management in the secondary phase to ensure more consistency in teaching quality and thus better learning outcomes for students.

 Improved from last inspection

 Declined from last inspection

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

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Outstanding 
Mathematics	Good	Outstanding 
Science	Good	Outstanding 

- Most children made rapid progress learning English. They were able to explain their reasons for selecting library books and used language to plan projects which interested them. Most had a sight vocabulary of frequently used words which they used to express themselves in writing. Almost all made good progress in reading simple sentences.
- In mathematics, children used resources enthusiastically to make good progress. Almost all Foundation Stage 2 children were secure in counting up to ten objects. Most were able to divide sets of objects into subsets and recombine them in different ways. They could measure height using non-standard units of measurement and recognise simple two-dimensional shapes.
- Most children were making better than expected progress in science. They could explore the world around them and had good knowledge of simple facts about materials.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Outstanding 

- Most students attained their Islamic knowledge and skills that were in line with curriculum expectations. They were able to list and name the five daily prayers and the five Pillars of Islam. Arab students had more detailed knowledge than others. A majority of students made better than expected progress in applying Islamic etiquettes in shopping.
- In Arabic as a first language listening for understanding and speaking skills were developed in line with expectations overall. In speaking, students used colloquial language but with errors. Students could write short paragraphs, sometimes with spelling errors. Most students were progressing in learning new vocabulary in line with expectations.
- Most students in Arabic as an additional language were able to attain levels that were in line with curriculum expectations. Their listening for understanding, speaking and reading skills were developing. They could formulate sentences to express the meanings of pictures. Their writing skill were improving to an age appropriate level.

- In English, students were able to express their ideas with confidence. A majority were developing fluency in reading and their writing skills were strong and were ahead of expectations. Most of the older students were able to undertake creative and imaginative writing.
- Lower primary phase students demonstrated good mathematical skills when measuring quantities of liquids. Higher up the phase, students' demonstrated good levels of mental agility in recognising and extending sequences. By the end of the phase, they were confident and able to articulate where symmetry might be important, for example, in Islamic architecture.
- Most students made better than expected progress in science. Students had good knowledge about various scientific topics, such as the properties of matter, the effects of exercise, and physical forces. Students' enquiry and investigative skills were developing very well and they were able to relate most of their learning to real life contexts.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Outstanding 	Good
Science	Good	Good

- In Islamic Education students' recitation skills were less well developed across the school. Most students had a basic understanding of the life events of the Prophet Mohammed (PBUH) and those of his followers and companions, such as Abu Baker and Omar ben Al-Khattab.
- Most students of Arabic as a first language had good skills in listening for understanding. Their speaking skills were well developed. However, they were still using colloquial language with errors. Some students were able to write extended pieces, but with spelling errors. Most students were making progress in learning new topics.
- In Arabic as additional language, most students' speaking and reading skills were developing appropriately. They understood and responded to short questions about learned topics. The writing skills of most students were in line with expectations.
- Students' attainment on external examinations in English was good. Most students' listening, speaking, reading and writing skills had developed well. Most wrote accurately for a range of purposes; for example, when they explored their own ideas about Shakespeare's *Macbeth* or wrote travel articles. They were well placed to develop their own ideas and opinions and express those with greater independence.
- Students continued to improve and extend their mathematical skills. They were able to make connections between number relationships and their algebraic and graphical representations. The attainment levels of the Year 11 students were impressive. They were able to discuss their learning in depth. This demonstrated progress in their mathematical knowledge and its application.
- Students progressed well in science, particularly during the upper year of this phase. They were able to explore complex scientific concepts such as electromagnetic radiation, the factors affecting photosynthesis and oxidation of metals. Students' investigative skills were well developed.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good 	Good
Science	Acceptable	Good

- A majority of students had acceptable knowledge of key Islamic concepts such as the Pillars of Islam and could discuss the importance of marriage in Islam. They had acceptable understanding of the Prophet's life events, and some of his followers and companions, and knew how Prophet Mohammed (PBUH) was a model for all people.
- The small number of students studying English literature in the Post-16 phase were progressing well from their starting points. They engaged confidently with the demanding texts they studied. They were developing well their independent critical thinking about the writer's craft. They presented their ideas in a range of ways, including through information technology.
- The few students at this phase were competent mathematicians. Year 12 students had a good understanding of trigonometry. Their well-established knowledge of the subject helped them to achieve at good levels against international benchmarks. A majority of students made better than expected progress.
- Students progressed well in science. They were able to explore a number of concepts, such as biodiversity, natural resources, and conservation of kinetic energy in collisions.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding 	Good	Good	Good

- Across the school, students were enthusiastic learners who, when given opportunities, were able to take responsibility for the shape and direction of their learning.
- Collaboration and co-operation were features of lessons in most subjects, and were particularly evident in the Foundation Stage, where playing was a strong feature of children's learning.
- Students were able to link their learning meaningfully to the real world and make connections between different areas of learning. For example, in Arabic lessons students could relate their learning to real life situations and other subjects.
- Students were able to communicate their learning to peers and adults and work to achieve common goals. This was notable in Year 6 English, when students' writing formed the basis of a courtroom drama. In Year 7, they challenged each other's thinking by posing questions to one another in a media studies lesson.
- Most students displayed independence when learning and were able to find things out for themselves, sometimes using technology. In the best lessons, critical thinking skills were an intrinsic part of learning; for example, in science lessons students critically evaluated their designs for investigations.

- In a minority of lessons, teachers talked too much, allowing insufficient opportunities for students to take responsibility for their own learning. This was often the case in Arabic as an additional language and Islamic Education in the secondary phase.

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding 

- Most students had positive and responsible attitudes. They showed strong self-reliance and responded very well to constructive criticism.
- Students' behaviour was excellent, and they were self-disciplined.
- Student's relationships with others and with the staff were very respectful. Older students took care of younger ones.
- Students demonstrated excellent understanding of healthy living. They made wise choices about their own health and fitness.
- The overall level of attendance was good. Almost all students arrived on time to school in the morning and to lessons during the day.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students had a well-developed understanding of Islamic values and their effects upon modern society in Dubai. They respected and appreciated Islamic traditions.
- Students had good understanding of Emirati traditions and culture. They were able to describe some of the main sporting activities, such as camel racing, horse racing and falconry. They knew about local food and traditional clothes. They had knowledge and could talk about different aspects of Dubai's multi-cultural society.
- Students fully appreciated and celebrated their own cultures, and valued the contributions of other nationalities to the community. Their awareness of the diversity of cultures from around the world was limited.

	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Good	Good	Good

- Students showed responsibility by being proactive members of the school community and contributing to the life of the school. They understood their roles as citizens and responded willingly to whatever opportunities were provided. They showed respect and consideration for the needs of others.
- The student council influenced the school's development and had a voice through suggestions to the senior leaders. Students had a positive work ethic, and students in the higher years participated in well-planned projects.
- Students had good understanding of environmental sustainability and some major environmental issues. Their initiation of practical projects on environmental aspects within the community was more limited.

3. How good are teaching and assessment?

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

- Teachers had good subject knowledge and were able to demonstrate understanding of how students learn. This was particularly a feature of the teaching of science and in the Foundation Stage.
- The school had responded well to a recommendation in the previous inspection report. There was better matching of tasks and activities to the curriculum expectations and to the needs of different groups of students.
- Teachers used questions effectively in a majority of the key subjects to encourage students to reflect and develop their knowledge and understanding of the subject. This supported the emphasis that the school had placed upon student-centred learning.
- The teaching in the Foundation Stage was of outstanding quality. Children were encouraged to ask questions and teachers promoted thinking skills strongly. There was a very good learning environment, with much experimentation and play.
- Enquiry and investigation were features of the best lessons, wherein students worked enthusiastically and with high levels of independence to meet the expectations teachers had of them.
- In Arabic as a first language, teachers did not use the full range of teaching approaches, question students effectively or set appropriately high expectations of what students could achieve.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> The school employed an efficient assessment system that provided good data to inform teachers' planning. Assessment methods were well matched to the school's curriculum standards and the data provided valid measures of students' academic progress. Teachers in the Foundation Stage observed children closely as they learned, set targets for individuals, and monitored very effectively each child's progress towards their goals. When appropriate, teachers used the National Curriculum levels and examination benchmarks to measure their students' attainment and progress. Staff members were well aware of the changes taking place and were making the necessary adjustments. They had not yet analysed external benchmarks from international assessments. The school was preparing action plans to address the UAE national targets. The staff tracked student' progress over time accurately. Assessment data was accurate in almost all subjects and the school analysed it with a good level of consistency. Teachers knew their students well, both their strengths and areas in which they could improve. The use of assessment information was effective in general, providing the appropriate levels of challenge in lessons. Students were aware of their levels of attainment, could explain their content and what they needed to do to attain the next levels. Good use was made of peer and self-assessment, which helped students to understand the curriculum requirements and expectations. The quality of teachers' assessments of students' notebooks and their written feedback to students was not consistent across or within subjects. 				

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was broad and balanced at all phases. There was a growing focus on student-initiated learning and the development of enquiry and learning skills. The curriculum in the Foundation Stage was closely based on the English Early Year's Foundation Stage guidelines. It was having very positive effects upon the children's engagement in the learning process. The Post-16 curriculum offered a wide range of learning options to students. Teachers planned the curriculum well to ensure that students could make progress. The transition from the Foundation Stage to Year 1 was very well organised. The school was working to provide further, smooth transition from the primary to secondary years. Secondary and Post-16 students completed a week of work experience in a field of their choice to help prepare for their future career paths. A number of initiatives were in place to enrich the curriculum. Teachers promoted the school's core values in every phase. The curriculum provided very good opportunities for independent learning, research and critical thinking in a majority of subjects. Curriculum links were embedded in the Foundation Stage. Teachers took into consideration children's topic preferences and provided challenging tasks for different groups. The primary curriculum was thematically planned with authentic and consistent links among a number of subjects. These included science, literacy, art and to a lesser extent, mathematics. 				

- Staff members reviewed the curriculum frequently and effectively. The curriculum was developed to ensure that there was high quality provision in the majority of subjects to meet the academic and personal development needs of students. Teachers had used attainment data to identify the slight underachievement by boys in English, and had implemented strategies to promote higher achievement in reading and writing in all of the phases.
- The curriculum in Arabic as a first language followed the Ministry of Education standards. It did not fully reflect the thematic, student-initiated and enquiry-based approaches that were observed in other subjects. There was limited modification to meet the needs of SEN or gifted students.

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

- The school had identified the needs of different groups of students and had made effective provision to meet those needs. In the Foundation Stage, lessons were very skilfully planned according the individual developmental stages and interests of the children. Students for whom English was an additional language benefited from small group tutorials. Gifted or talented students had opportunities to extend their learning in a number of areas.
- In all phases, students benefited from a good range of choices in their learning. In the primary phase, for example, students were able to influence the choice of the destination of their educational trips. In the secondary and Post-16 phases, curriculum options provided opportunities for students to study subjects that fulfilled their interests and aspirations.
- The school offered a wide range of extra-curricular activities after lessons for students from Year 2 upwards. Students were actively consulted regarding the range and type of activities to be delivered.

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding

- The school's arrangements for students' health and safety were of a very high quality. There was wide awareness of the child protection policy and procedures. The school had very good procedures for ensuring that students knew and understood how to stay safe when using the internet and social media.
- The arrangements for students' arrivals to and departures from the school, by buses or private cars, were excellent. The school buildings and premises were safe and hygienic. The security and supervision arrangements were very effective.
- The school had a very thorough system of record keeping to ensure students' health and safety, including records of accidents, fire drills, and medical notes.
- The school building and premises were well equipped. Some steel poles in the Foundation Stage play area needed to be covered with padding.
- The school promoted healthy food choices to students and healthy living amongst all students effectively.

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> Relationships between the staff and students were purposeful and supportive across all phases. In the Foundation Stage, staff members managed students' behaviour very well. As a result, highly co-operative and very considerate behaviour among students was the norm. Key staff members monitored students' attendance and late arrivals systematically and promptly notified parents of absences. Communications to parents clearly stated the school's expectations of high attendance and, when required, prompted discussion between homes and the school, aimed at subsequent improvements. The school had an inclusive approach to the enrolment of students with special educational needs, but did not identify these students with sufficient precision; teachers were not always clear how best to modify their lessons to fully support these students. Provision for students with special educational needs in the secondary years had improved. However, individual education plans for these students lacked the important details required for the accurate tracking of their progress. Overall, the support for these students enabled good progress across the phases, and was particularly effective in the Foundation Stage. In all phases students knew to whom they could turn for advice if they had a problem. Students' well-being was of central importance. The 'Education for Human Values' programme supported students to become active citizens by helping others. Revised approaches to pastoral care in the secondary phase developed teamwork through the house system. Key staff members supported students well in making important educational choices for their future. For example, they advised about appropriate subjects to study and future education, training and employment choices. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> Teachers responsible for students with special educational needs in Foundation Stage and the primary phase led their staff well and worked well as a team. Foundation Stage children had very effective support. In the primary phase, leaders deployed teachers and learning support assistants in the Individual Needs Department (IND) to provide focused support to groups and individual students. Overall, accountability for the leadership of special educational needs support was not sufficiently clear. The school identified students with special educational needs through close observation, especially in the Foundation Stage, where teachers built up a profile of each child. Teachers also used a range of tests and external sources of expertise to identify need. The school alerted parents when necessary. Some aspects of identification were not sufficiently precise. The school's Individual Needs policy did not explicitly state what parents should expect in terms of partnership with the school in supporting their children. In practice, however, once students had been identified, parents were advised of planned support, the content of the Individual Education Plans (IEP), and how they could support their children at home. In addition to term reports, the school met with parents as required, or as requested by either party. Across the phases, teachers made broadly appropriate curriculum modifications to support students with special educational needs. This included different tasks and activities, small group and individual tutorials, and classroom support from the IND teachers. 	

- Support for students in the secondary phase had improved since the last inspection, with additional staffing and IEPs for those requiring them. These plans were not sufficiently individualised, and lacked important information, such as what teachers should do to support students and how their progress would be assessed. Students in Islamic Education and Arabic classes did not have Arabic-speaking support staff to help them.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The new Director of Education had made a positive start in leading the school. He and other members of the senior leadership team were working effectively to give the school direction and bring more rigour to a range of aspects of its work. • Many members of the staff had leadership roles. The extent to which they fulfilled those responsibilities was varied in the secondary phase. • Senior leaders communicated well with other staff members through a systematic series of meetings and online channels. • Along with other staff members, senior leaders demonstrated a growing capacity to be innovative while improving the school. They were planning to develop leadership capacities in selected members of the staff, and had re-organised the school's tutorial groups into a more coherent system. Provision in the Foundation Stage and primary phase was steadily becoming more student-centred. • Leaders had maintained the quality of many aspects of the school's work and had improved others. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • Senior leaders used a wide range of approaches and involved all staff members in evaluating the school's work and planning further improvements. They carried out surveys, data analysis and lesson observations effectively. • Senior leaders and others observed lessons, gave helpful feedback to teachers, and analysed the evidence to produce accurate reports to the Governing Board. Their latest report correctly identified strengths and areas for development, including the need for better written feedback to students, particularly in the secondary and Post-16 phases. • At all levels, staff members were well aware of the key priorities for improving the school. These priorities were reflected in systematic and focused development plans which were helping to ensure that the work being undertaken was having the desired effects. • The school had made progress in addressing all of the recommendations of the previous inspection report. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents and the school benefited from productive links, including a 'friends' of the school group, parent representation on the Governing Board, organising events and contributing to learning activities such as guided reading. Two-way communication was a strength of the school's work. A liaison officer was helping the school to work towards its goal of responding to concerns within twenty-four hours of them being raised. An online communication forum was very helpful, and social media offered other ways of keeping up with events in the school. Parents received regular and helpful reports, which set out strengths and next steps in learning for their children. The school had a good range of links with the community. 	
	Overall
Governance	Good
<ul style="list-style-type: none"> The Governing Board included representation from the owners, officers, parents, and the staff at senior and other levels. The board systematically gathered the views of stakeholders. A positive feature was the involvement of parent members on the board. They gathered information on the quality of lessons and the overall learning environment. The board held senior leaders of the school to account effectively, for example, by receiving and discussing reports on teaching and examination results. Overall, the board exerted a positive influence, augmenting the resources for teaching and learning when necessary. It had helped to maintain the overall good performance of the school 	
	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> Senior leaders and others organised and managed the daily life of the school effectively and efficiently. The school had a suitable supply of well qualified teachers. A small number of teachers taught Islamic Education but only had the KHDA's approval to teach Arabic. Senior staff members ensured that professional development activities were well linked to the findings of lesson observations and other data. The premises offered a positive environment for learning. Governors had not acquired the necessary permissions to operate the lift system. Governors had ensured the supply of a suitably wide range of appropriate learning resources. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 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	185	18%
	Last year	226	27%
 Teachers	41		34%
 Students	76		60%

- A majority of students, but a minority of the parents and teachers completed their surveys.
- The views of parents who responded were positive. Almost all agreed that the quality of education was good and thought that their children enjoyed school, were safe there, and were developing good learning skills.
- Most parents agreed that their children were making good progress in English, mathematics and science. Their opinions about progress in Islamic Education and Arabic, particularly Arabic as a first language, were less positive; these opinions were echoed by the students who responded.
- Most parents agreed with many aspects of the curriculum and resources. Almost all believed that they were kept well informed about their children's progress.
- Most parents agreed that the school was well led, and that leaders listened to their views. Less than half of the parents thought that fee increases had led to better facilities or learning experiences for students. Most students agreed that the school was well led, but only around half thought that leaders listened to their opinions.
- Almost all students who responded were happy with the range of learning resources available, including information technology. Most thought that they were treated fairly. A majority were happy with a range of aspects of the curriculum.
- Most teachers who responded were included in the processes for school self-evaluation and the review of the curriculum. They were of the opinion that they received regular feedback on their work from their line managers.
- A majority of teachers thought that the school was well led, and around half indicated that the leaders listened to their views.

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

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

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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