

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

OUTSTANDING

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Repton School

Celebrating
10 years of
inspections

REPTON SCHOOL

UK/IB CURRICULUM

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School information

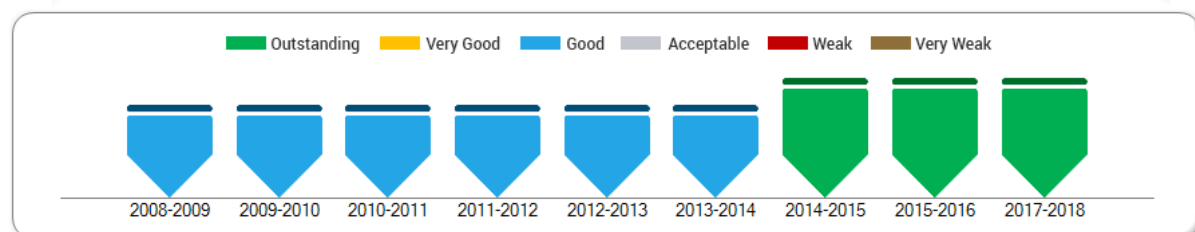
General information	
Location	Nad Al Sheba
Type of school	Private
Opening year of school	2007
Website	www.reptondubai.org
Telephone	0097144269319
Address	P.O.Box 300331 Dubai Nad Al Sheba 3 & 4 .
Principal	David Cook
Principal - Date appointed	9/1/2017
Language of instruction	English
Inspection dates	22 to 25 January 2018

Teachers / Support staff	
Number of teachers	186
Largest nationality group of teachers	UK
Number of teaching assistants	54
Teacher-student ratio	1:10
Number of guidance counsellors	0
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1789
Number of children in pre-kindergarten	0
Number of Emirati students	316
Number of students with SEND	60
Largest nationality group of students	UK

Curriculum	
Educational permit / License	UK
Main curriculum	UK/IB / UK, IB
External tests and examinations	IGCSE, IB
Accreditation	British Schools Overseas
National Agenda benchmark tests	GL

School Journey for Repton School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Repton School was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal, very ably supported by senior leaders, has sustained and enhanced a culture of inclusion and innovation. Leaders respond promptly and effectively to the outcomes of internal and external evaluations. They devise improvement plans that effectively promote innovation in the school. The school enjoys a strong partnership with parents. Governors have an excellent range of experience and expertise, and actively support leaders. Facilities and resources are excellent.

Students' achievement

Students make an excellent start to their education, in the Foundation Stage. In later phases, they achieve extremely well in English, mathematics and science. Rates of progress in these subjects are increasing, notably in the sixth form. High standards are also evident in most other subjects. Progress in Islamic education is good and it remains acceptable in Arabic; however, attainment in Arabic as an additional language is weaker. Students' exceptional learning skills are apparent across a wide range of situations.

Students' personal and social development, and their innovation skills

Students' behaviour and attitudes remain exemplary. There are minor differences between phases. Typically, students' awareness of Islamic values and of their own cultures is strong. They display excellent respect and appreciation of Emirati culture. Students show high levels of responsibility. They have an acute awareness of environmental challenges. Students themselves take the initiative in improving the school environment and the wider community.

Teaching and assessment

Teaching is typically challenging and exciting; it stimulates students' enthusiasm for learning. Assessment is generally used effectively to plan appropriate work. Questioning in lessons, is very effective. There are many opportunities for students to develop critical thinking skills through investigative work, frequently involving students making effective use of modern, learning technology.

Curriculum

The curriculum includes a wealth of learning experiences. An exceptional programme of extra-curricular activities provides students with opportunities to pursue their interests and develop their talents. Students thrive on many opportunities to be creative, innovative, and entrepreneurial.

The protection, care, guidance and support of students

Arrangements for keeping students safe remain highly effective. All staff are alert to safeguarding issues. The school grounds are attractive and maintained to a high standard. Healthy lifestyles are promoted well by the school. Students benefit from effective pastoral support and careers guidance are strong.

What the school does best

- Students' high level of achievement in most subjects, and their success in international tests, all of which is a consequence of outstanding teaching coupled with students' extremely positive attitudes to learning.
- The harmonious and purposeful atmosphere, underpinned by students' excellent behaviour and the strong sense of community.
- The imaginative, engaging, and challenging curriculum from the Foundation Stage onwards that successfully promotes students' learning skills and all-round development.
- The careful attention to ensuring students are safe, and the all-embracing support and guidance they receive.
- The unwavering determination and capacity of leaders and governors to establish a world-class centre of excellence.



Key recommendations

- Accelerate student's progress in Arabic by:
 - sharing the good practice evident in the most successful lessons, especially in using assessment information to meet the needs of different groups of students
 - building on the increasing liaison between the primary and secondary phases to exchange successful ways of engaging, motivating, and challenging students
 - Improving the tracking of students' progress, especially in the secondary phase.
- Rigorously pursue the completion of the Performing Art Centre and keep parents informed of progress towards this.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good ↓	Good ↓	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Weak ↓	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding	Outstanding ↑	Very good
	Progress	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding↑	Outstanding	Very good
Social responsibility and innovation skills	Outstanding	Very good	Outstanding↑	Outstanding↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Very good	Outstanding↑

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter
- Attainment on the National Agenda Parameter (N.A.P.) is above expectations in English, mathematics, and science.
- Senior leaders and governors are strongly committed to implementing their carefully devised plan for the National Agenda. A recently appointed head of assessment is helping teachers to develop further skills in data analysis.
- The school's rigorous analysis of data clearly identifies the potential achievement of each student and any shortfall in actual attainment. Provision for those who make less than expected progress is personalised very well.
- Senior leaders drive strategic modifications to the curriculum very effectively, and middle leaders are particularly successful in making changes to schemes of work to take account of TIMSS, PISA and N.A.P. requirements.
- There is an increasingly effective, school-wide, strategic focus on developing students' critical thinking, enquiry and problem-solving skills, and their ability to apply knowledge to real-life situations.
- Students are aware of their results on the N.A.P. tests. They increasingly use learning technology to carry out research and explore topics.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

i) Governance and Leadership.

ii) Learning and Intervention.

iii) Personalisation

- School leaders and governors have a comprehensive knowledge of the achievements of Emirati students. Leaders regularly monitor data and subsequently use the information to plan interventions for improvement. The strong partnership with parents of Emirati students, results in regular support and promotion for students' learning.
- In lesson time, Emirati students are aware of their own progress and achievements. They know what they have to do to improve and what the next steps are. Teachers have high expectations of students. Students are well-motivated, take responsibility for their own learning and rise to the challenges set for them.
- Teachers consistently plan appropriate differentiation in lessons. They use assessment effectively and plan interventions so that gaps in students' attainment and progress are narrowing. Teachers use data from Cognitive Ability Test (CAT4) assessments and N.A.P. benchmark assessments to personalise learning for students, including those who are Emirati. New literacy programmes have a positive impact, improving students' comprehension and verbal reasoning skills.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- Moral education is integrated across the curriculum and taught as discrete sessions. The programme is based on core values and related topics such as tolerance and distributive justice.
- Teachers possess secure subject knowledge and plan imaginatively to offer a wide range of experiences for the students, for example on the issues of inequality.
- Students' learning is characterised by discussion and debate, which they enjoy. Students, particularly in older year groups, are frequently involved in critical thinking.
- Assessment processes and procedures reflect the current marking system within the school. Students record their findings and discussions and respond to formative feedback.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- The UAE social studies programme is fully-integrated within the subjects of English, history, geography, economics, and business studies. It is also delivered within the context of the development of the UAE.
- The quality of teaching is reinforced with a well-planned and informative approach, with clear learning objectives, linked to appropriate study themes.
- Students enjoy discussion and debate, particularly in English lessons. Older year groups engage in animated, thoughtful, and considered discussion around interesting, UAE-focused themes.
- Assessment procedures are currently formative and developmental in nature and reflect the school marking policy of giving and receiving students' feedback.

The school's implementation of the UAE social studies programme is well developed.


Innovation in Education

- Students are encouraged and empowered to be creative. They respond imaginatively, for example, to writing in style of a media journalist and to approaching science investigations in their own way.
- Their high degree of independence and resilience is evident during lessons and as they eagerly participate in projects, such as a recent international 4x4 car design competition.
- Teachers create rich learning environments, and encourage students to be reflective and to think divergently. Teachers routinely promote critical thinking and the imaginative use of modern technology.
- Curriculum leaders help to ensure opportunities for innovation are interwoven across subjects. Students are often presented with problems that demand a creative approach.
- Leaders have created a culture where staff and students are inspired to be innovative.

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

Main inspection report


1. Students' achievements

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good ↓	Good ↓	Good

- In Islamic education, learning in lessons and students' exercise books show that the majority of students attain levels that are above curriculum expectations in the primary and secondary phases. However, in the post-16 phase students' attainment is typically in line with curriculum standards.
- Across the school, students show a clear knowledge of Seerah and they have a good understanding of Islamic concepts. Students' understanding of such concepts in the post-16 phase is not as strong. Students' recitation of the Holy Qur'an and Hadeeth are under-developed, especially for those who speak Arabic as their first language.
- Students' understanding of Islamic values and morals is improving. Students are increasingly seeing the links between students' learning and their everyday lives. However, their recitation and memorisation skills are less developed.

For development


- Purposefully develop recitation and memorisation skills as a priority across the school.
- Plan to improve students' ability to link the Hadith and Holy Qur'an verses to the topic they are studying.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Weak ↓	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Most primary students attain skills that are in line with curriculum standards. Students' skills in the secondary phase and, to a lesser degree in post-16, are variable. Progress in the primary phase is stronger than in other phases.
- Listening is strong across all phases. However, most students use informal language in their conversations instead of standard language. Grammatical understanding is weaker, so the quality of writing is varied. Reading and writing in the secondary phase are below the curriculum standards. Post-16 students find difficulty in writing at length.
- A minority of students in the secondary phase reach expected curriculum standards, despite leaders' efforts to improve attainment. This is because the curriculum does not cover all aspects of the subject in sufficient depth.

For development


- Ensure students know and use more accurate grammar when speaking, listening, reading and writing.
- Ensure planning enables secondary phase students to cover all aspects of the curriculum in depth.
- Align the curriculum in the post-16 phase with the MoE standards, especially in writing and grammatical understanding.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable

- Most primary and secondary phase students develop skills in line with curriculum standards. Internal assessment data is inaccurate and does not match outcomes observed during inspection.
- Students develop their listening skills more rapidly than other elements of language. Most students can read simple sentences. The uses of language in different contexts is stronger in primary classes. Writing skills are broadly in line with curriculum expectations in both phases, although less developed in upper secondary phase.
- Assessment information in the primary phase provides a clear picture of good progress across both phases. However, progress in the secondary phase is limited during lessons and this is reflected in students' books.

For development


- Improve outcomes in both phases by ensuring curriculum units and lessons target students' abilities to employ language in multiple contexts, drawing on all four language skills.

		Foundation Stage	Primary	Secondary	Post-16
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

- Students' attainment and progress in all four phases matches predictions from international assessments. By the end of the Foundation Stage, children use phonic knowledge to accelerate early literacy skills. Writing is a strength and secures high outcomes for all age-groups and nationalities.
- Because of an improved guided reading programme, primary students increasingly think deeply about characters and plots, and how visual images convey meaning. The progress of second language learners is rapid, notably in their acquisition and use of a wide range of vocabulary.
- Post-16 students increasingly illustrate high-level skills of critical reflection and analysis and apply this to their literary critiques. Primary students use their digital literacy skills to record their talk for writing. This makes a significant improvement to students' outcomes. Secondary students are at early stages of developing this technique.

For development


- Evaluate the improvements gained by the initiatives in primary students' reading and writing.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Students make rapid progress from the very high quality start they experience in the Foundation Stage, through primary, in transition to and through the secondary phase. For those who stay on to the post-16 phase, students achieve excellent curriculum outcomes.
- Foundation Stage children acquire a very well-developed understanding of shapes, and can add and subtract numbers. Results in international assessments such as TIMSS and PISA in progress tests, and in IGCSE and IB examinations are high. Students develop progressively high level skills in calculation, algebraic and statistical, at the appropriate phases.
- There is an increased focus on developing students' skills in mathematical reasoning and problem-solving, with signs of a positive impact. For example, IB results improved in 2017 compared to previous years. There is less of a focus on a broad use of learning technology or on linking mathematics to a range of real-world applications.

For development

- More regular use of learning technology, such as graphing software, would help students to develop an even better understanding of some concepts.
- More consistent links to real-world applications of mathematics would help to motivate students to raise achievement further.

		Foundation Stage	Primary	Secondary	Post-16
Science 	Attainment	Outstanding	Outstanding	Outstanding ↑	Very good
	Progress	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- Students build very well on the early scientific skills of observing, predicting and recording they acquire in the Foundation Stage. Students in the later phases discuss their investigations articulately and explain their understanding extremely well. Some students at post-16 reach very high levels.
- Students in each phase have extensive subject knowledge beyond that for their age. Many students in the post-16 phase have extremely wide knowledge and understanding of all three sciences.
- Students use learning technologies increasingly effectively, to research and record outcomes of investigations. They use mathematical data well, to give depth to their work.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- In the Foundation Stage, the pace of learning is rapid and purposeful; children know why they do things. Students across the school collaborate exceptionally well.
- Students throughout the school communicate effectively with each other. They discuss what they do at length and consider others' opinions. They write and speak well and use the vocabulary and language of different subjects accurately.
- Leaders have ensured that the development of students' learning skills lies at the heart of planning teaching. Students' problem solving skills remain well developed. They use modern technology, including tablets, extensively. Learning in the Foundation Stage is enhanced through further use of outdoor areas.

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

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

- Students' behaviour is exemplary. In the Foundation Stage, children make friends quickly and form a strong bond with their teachers. Students willingly help one another and warmly greet visitors. Older students are extremely considerate and routinely take responsibility for their own learning.
- Students' very positive attitudes are reflected in their good rates of attendance. They are rarely absent for trivial reasons. They make friends easily and contribute to the harmonious atmosphere. They are sensitive to one another's needs, reflecting the school's inclusive nature.
- Continuing high participation rates in physical activities indicate students' strong awareness of the importance of a healthy life style. Their enduring concern for others is evident, not least, in the willingness of older students to play a pastoral role.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding ↑	Outstanding	Very good

- Students' awareness of Islamic values and their own culture is strong throughout the school. Students show excellent respect, appreciation, and knowledge of Emirati culture and heritage. Their understanding of worldwide cultures is most evident in the secondary phase.
- The strongest element, across all phases, is students' appreciation and respect of the Islamic values and its impact on themselves and on modern life in Dubai. They talk proudly about their own cultures and how they relate to other traditions.
- Students' knowledge about their own culture is developing well, particularly in the primary phase, as evident in their great respect for Emirati heritage and culture. However, students' understanding of worldwide cultures is less secure, particularly regarding Arab cultures.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Very good	Outstanding ↑	Outstanding ↑

- Students across all phases demonstrate high levels of responsibility and contribute actively to the life of the school and the wider community. This contribution is evident in numerous activities and projects, such as cleanliness campaigns and charity projects, including community work in Thailand.
- Students have a strong work ethic. They speak confidently and exhibit excellent leadership skills. Older students suggest and participate actively in many extra-curricular activities. These are frequently led by the students themselves, including after-school clubs and the international 4x4 competition.
- Students demonstrate a strong awareness of environmental issues and explain how the Dubai community and the school address challenges, through initiatives such as the recycling projects. They participate enthusiastically in conservation schemes such as Camel protection and Save Planet Earth Day.

For development

- Further develop students' understanding of world cultures.

3. Teaching and assessment

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

- In the Foundation Stage, activities are exceptionally well organised so that children are always fully engaged. In other phases, teaching is always challenging, interesting, and often exciting, and this stimulates students' enthusiasm for learning. Teaching in Arabic is not consistently of a high standard.
- Teachers plan lessons effectively using assessment data to make sure work is closely matched to students' needs. Questioning nearly always involves students in discussing and explaining their work, and there are many opportunities for investigative work and problem solving.
- Each student has a tablet computer and teachers encourage students to use them for research, to extend their learning, and to record what they do. Investigative work enables students to be imaginative and analytical and to develop critical thinking skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Very good	Outstanding ↑

- Whole-school systems for assessment are of high quality and are applied effectively across the phases. There is some variation across subjects, particularly at the secondary phase and especially in Arabic.
- Through gathering various types of assessment information, teachers know their students well. Ongoing assessment, as applied in lessons, is of particularly high quality in English, mathematics and science.
- The appointment of a senior leader with responsibility for assessment has led to improvements, particularly in the analysis of assessment information to improve provision. Teachers encourage students to self-assess and to respond to feedback.

For development

- Ensure consistent application of the school assessment policy across all subjects.
- Continue to develop students' self-assessment skills and check students' responses to teachers' feedback on how to improve their work.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum builds creative, physical and practical experiences to develop the full range of skills in the students. The Foundation Stage curriculum ensures children get off to an excellent start in their learning. Choices of subjects offered at IGCSE and IB support students' pathways into higher education.
- An exceptional programme of extra-curricular activities, including independent research, provides students with opportunities to pursue their interests, talents and aspirations. Transitions between phases is systematically planned to ensure students experience continuity and to enable the progressive development of skills.
- Moral education and social studies are embedded throughout the curriculum with strengthened reference to Emirati culture. IGCSE and IB courses promote independent research and thoughtful responses. Aspects of Islamic education are not covered in sufficient depth.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Children in the Foundation Stage embrace many opportunities for them to be independent in how they choose to learn. Students who face additional challenges, receive appropriate work and support. Opportunities to select additional courses and subjects provide sufficient choice for older students.
- New post-16 courses attract students interested in business and law. Students thrive when the school provides opportunities for them to be creative and entrepreneurial. An example of this includes making and marketing toys or gadgets, designed from recycled or waste materials. Almost all students participate in sporting, cultural or community activity.
- The school's increased focus on developing students' early literacy ensures students' improved access to all areas of the curriculum. The school works hard to improve students' competence in the varied use of modern, digital technology, including robotics.
- Arabic as an additional language is taught at the Foundation Stage during two 30-minute lessons each week. Children whose first language is Arabic also have two 30-minute lessons each week.

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	Outstanding	Outstanding

- The school keeps up-to-date with recognised effective practice in child protection, where requirements to safeguard children are fully met and staff are well trained. Bullying is very rare and dealt with effectively – a view held by teachers, parents, and students.
- The school grounds are exceptionally attractive and maintained to a high level of cleanliness and repair. Laboratories and workshops maintain very high standards of safety, and teachers provide guidance to students on how to remain safe.
- Physical health, healthy eating and healthy lifestyles are promoted well. Medical care, when needed, is effectively organised, and provided by trained staff, including a doctor. The buildings, grounds, and boarding facilities, are secure and well supervised by qualified and experienced staff.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The school has very effective systems for managing students' behaviour, resulting in positive and respectful relationships and an orderly school community. The school monitors attendance rigorously to ensure students have the maximum time for learning.
- Detailed systems to identify and support students with SEND are informed by highly qualified, experienced staff. The school celebrates and encourages personal achievement for all students. Gifted and talented students have numerous opportunities to develop their skills including many special projects and by representing their school and the UAE in competitions.
- Support for all students is highly focused on their individual needs. Trusted members of staff provide pastoral guidance on a range of important matters. Older students receive very effective advice on careers and higher education pathways, to help them achieve their aspirations.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- School leaders promote an inclusive ethos. The experienced team develop effective policies, which are consistently applied across the school. This has a positive impact on the provision for students with special educational needs and disabilities (SEND).
- Procedures on entry are applied consistently. Staff use a range of assessment tools and also gain information from parents and teachers to accurately identify students' needs. Specialist staff in school contribute to assessment. Consequently, interventions are personalised and matched well to students' needs.
- Parents are kept regularly informed about their children's educational programmes and personal development. They make a significant contribution to the provision for students with SEND. Parents are involved in creating individual learning plans and receive information about students' progress and how to give support at home. The school recognises the occasional challenges faced by parents and has an 'open door' policy for informal discussions.
- The school's detailed, personalised education plans for each student ensure that the provision is generally matched to their individual needs. In addition to class teachers, the learning support assistants and the school's therapists make a very positive contribution to students' learning and personal development.
- The school carefully monitors the progress of students with SEND. Frequent assessments show that students are consistently gaining knowledge and skills that prepare them for the next stage of their education. Students are moving closer to age-related expectations. In a few lessons in the secondary school, some students are less successful, due to insufficient support.

For development

- Monitor and track students more consistently in all subjects to ensure they make sufficient progress.

6. Leadership and management

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

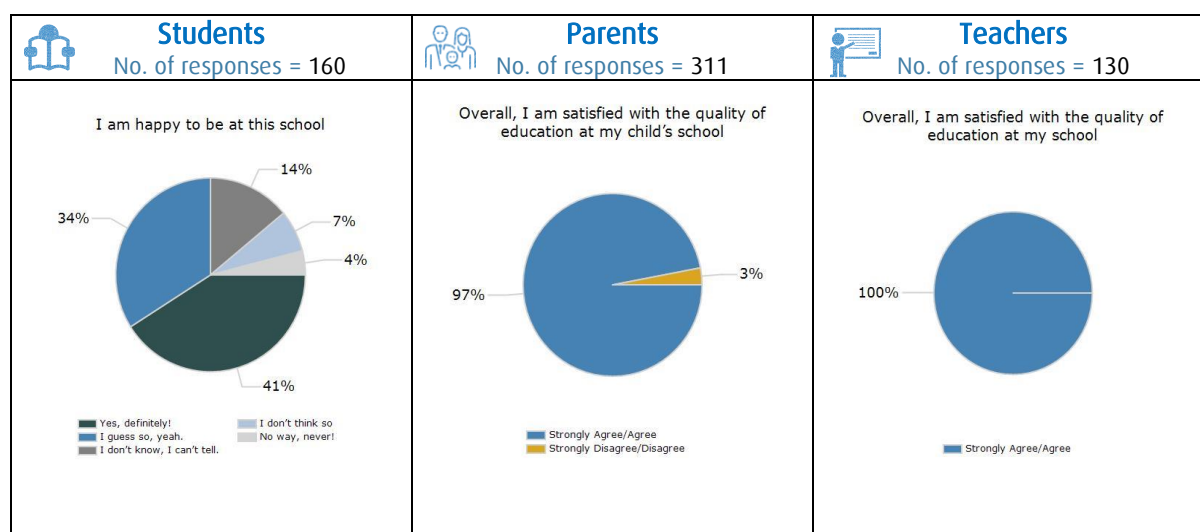
- The leadership team plays a pivotal role in the drive to create a centre of excellence. The principal, very ably supported by senior leaders, has the confidence of students, staff and parents. Together they sustain and enhance a culture of inclusion and innovation. A strong sense of purpose pervades the school. This contributes significantly to students' achievement and personal development.
- The school's provision is rigorously reviewed. The quality of teaching and learning is evaluated very effectively, taking account of students' achievements. Leaders respond promptly and effectively to the outcomes of internal and external evaluations. They devise innovative improvement plans and hold colleagues to account for their implementation. The recommendations of the previous report have been followed up with determination.
- The school has formed strong relationships with parents. Parents feel welcome and contribute much to the life of the school. They appreciate the comprehensive reports on their children's progress. Communication is typically highly effective, including information on leaders' strategic plans. However, leaders have been slow to keep parents up-to-date with their efforts to complete the performing arts centre.
- Governors have an excellent range of experience and expertise. Drawing on internal and external reviews, governors hold leaders to account. They actively support leaders in pursuing the national agenda targets. Governors regularly seek the views of parents, students, and staff, and respond constructively to their suggestions. However, parents' concerns about the partially completed performing arts centre have not yet been resolved.
- All teachers are suitably qualified. Extensive opportunities for training and innovative action research help them to enhance their skills further. The uniquely designed premises and outstanding facilities provide an excellent environment for learning across almost all curriculum areas, notably the excellent resources for design technology. The three well-stocked libraries are used extensively by students and increasingly by parents.




For development

- Sustain the current impetus on completing the performing arts centre and keep parents informed of progress towards this.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 Students	Students express their love for the school and their adherence to its principles and values. They are fully satisfied with the levels of education offered by the school and the systematic activities. This is consistent with the inspection findings.
 Parents	Parents are very impressed with the levels of teaching and learning and the level of support that is provided to their children. Parents are extremely happy with the positive and effective role played by the school leadership team at all levels. They raise concerns about the delay in completing the performing arts centre.
 Teachers	Teachers are extremely positive about the school's training, and personal support. They raise no concerns. The school's very supportive environment was evident during the inspection.

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