

INSPECTION REPORT

2022-2023



REPTON AL BARSHA FZ-LLC

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha South
	Opening year of School	2013
	Website	www.reptonalbarsha.org
	Telephone	97148188600
	Principal	Gillian Hammond
	Principal - Date appointed	1/8/2022
	Language of Instruction	English
	Inspection Dates	23 to 27 January 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	FS1 to Year 10
	Number of students on roll	997
	Number of Emirati students	26
	Number of students of determination	95
	Largest nationality group of students	UK

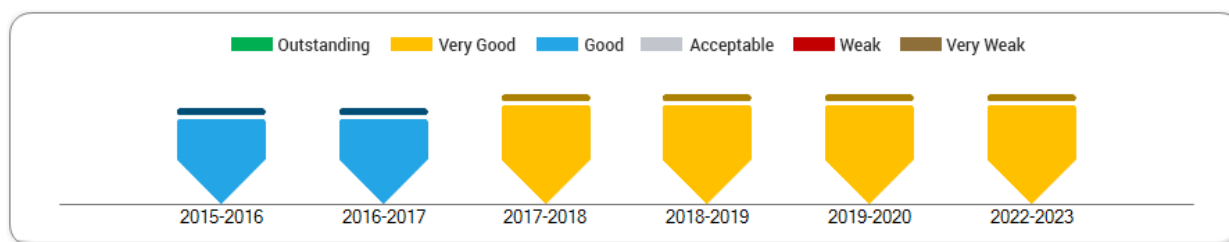
TEACHERS

	Number of teachers	93
	Largest nationality group of teachers	UK
	Number of teaching assistants	30
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	14%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for REPTON AL BARSHA FZ-LLC



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- From Foundation Stage (FS) onwards, attainment in English, mathematics and science is mostly very good. Children's progress in mathematics in FS is outstanding. Students make good progress in Islamic Education, and attainment is acceptable. Attainment and progress in Arabic are acceptable. Students of determination make better than expected progress towards their learning goals. Students' learning skills are outstanding in FS and very good across the school.
- The behaviour of children and students and their attitudes to learning are exemplary. They appreciate Islamic values and have a developing understanding of the culture and heritage of the UAE. Relationships within the school and the wider community are excellent. Students are engaged in a wide range of charitable and enterprise initiatives.

PROVISION FOR LEARNERS

- Very good progress in lessons is the result of effective teaching and learning and the careful use of assessment information. Throughout, there are examples of high-quality teaching that provides engaging learning experiences to meet the individual needs of most students. However, this is inconsistent across the school. Teachers use effective questioning strategies to assess levels of understanding and to encourage students to think more deeply about their learning.
- The curriculum is well planned to ensure progression in learning. The vibrant curriculum in FS provides children with the basic skills that underpin students' achievement in the later years. The curriculum is adapted well to meet the needs of students, particularly those of determination. There are plans to enhance the secondary curriculum by extending the range of options as the school grows.
- Students' welfare and wellbeing are given the highest priority. All members of staff receive safeguarding and child protection training. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout. Students of determination are provided with very good levels of support.

LEADERSHIP AND MANAGEMENT

- Very effective senior leadership ensures that students' wellbeing and academic achievement are at the heart of the school. Self-evaluation procedures provide a mostly accurate picture of the school's performance. Parents are highly supportive and fully engaged in their children's learning. Governors provide the school with considerable support and expertise. The school runs smoothly on a day-to-day basis.

The best features of the school:

- The clarity of vision of the principal and senior leaders and their commitment to providing a high-quality education for all students.
- Strong partnerships with parents and excellent arrangements for ensuring students' wellbeing and for promoting healthy lifestyles.
- The vibrant environment provided for children in FS, promoting rapid progress in all areas of learning.
- The supportive and caring atmosphere and the numerous leadership opportunities that underpin students' strong sense of social responsibility.
- The extensive variety of extra-curricular activities that cater exceptionally well for the wider range of students' skills and interests.





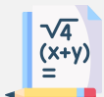

Key recommendations:

- Raise students' achievement in Arabic by improving the effectiveness of subject leadership.
- Increase the proportion of outstanding teaching.

Overall School Performance

Very good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable
 English	Attainment	Very good	Very good ↓	Very good
	Progress	Very good	Very good ↓	Very good
 Mathematics	Attainment	Outstanding ↑	Very good	Very good
	Progress	Outstanding ↑	Very good	Very good
 Science	Attainment	Very good ↑	Very good	Very good
	Progress	Very good	Very good	Very good
Learning skills		Foundation Stage	Primary	Secondary
		Outstanding ↑	Very good	Very good

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good
Assessment	Very good ↑	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding ↑	Very good	Very good
Curriculum adaptation	Outstanding ↑	Very good	Very good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations.	meets expectations.

- The 2019 TIMSS assessment showed outstanding results for Grade 4 students. These results were well above the school's targets in both mathematics and science. Benchmarking assessments showed outstanding results for primary students in English, mathematics and science. Results for secondary students were stronger in science than in English and mathematics.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations.

- Leaders have introduced effective systems for analysing data. In mathematics and science, the curriculum has been adapted to close gaps identified through these analyses. Training has been provided to ensure that teachers can use assessment data in lesson planning. Leaders at all levels support the vision of the National Agenda, and have developed additional support strategies to improve the progress made by Emirati students. As a result, Emirati students are working successfully towards achieving challenging individualised targets.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	meets expectations.

- Students completed the first standardised reading test in September 2022 and the reading scores have been made available to staff. Reading development strategies are having a positive impact on students' engagement in reading across the school. Critical thinking and enquiry skills are not consistently developed in all subjects.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Ensure that there is a consistent emphasis on the development of critical thinking skills in all subjects.

Wellbeing

The quality of wellbeing provision and outcomes is at a **very high level**.

- A clearly communicated wellbeing vision is shared across the school. Leaders at all levels are empowered to positively influence the wellbeing of the school community and governors ensure accountability. Standardised and external wellbeing assessment outcomes, as well as wellbeing surveys are analysed and drive well-being self-evaluation and a dedicated improvement plan. Actions are modified in response to stakeholder feedback. High quality facilities, day to day management, and well developed health and safety and child protection policies significantly support wellbeing development.
- Student wellbeing officers help students with positive messages about self-care. The school counsellor supports students with wellbeing issues. Teachers provide additional support during pressure times in school. Stakeholders are informed and involved in the formation of the wellbeing policy, especially the parents of students of determination. Communications between home and school are well developed. High parental involvement in the education of their children continues throughout their time at school. All members of staff have an involvement in how their own wellbeing can be supported.
- The wellbeing message reaches every classroom and is part of every subject. Extra-curricular activities facilitate friendships and the building of communities of interest. They promote positive attitudes to daily exercise and provide mental stimulation. Students feel safe in the school. They feel that their opinion is valued and that they receive the support and guidance that they need. Throughout the school, and particularly in the foundation stage, positive attributes, through their engagement and motivation, are embedded features of learning and wellbeing.

UAE social studies and Moral Education

- The school follows the UAE Moral, Social and Cultural Education framework. MSC is taught as a separate subject, with lessons taken by class teachers and form tutors. All students learn about the culture and traditions of the UAE as well as personal health, hygiene, welfare and environmental issues. Older students learn about a range of contemporary global issues.
- Students' progress is assessed through end of unit and end of term tests. Data are analysed to judge students' knowledge and understanding of key aspects of a unit. The curriculum is then modified to address any gaps in learning. Students' progress is reported to parents as with other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Good

- Students in Primary and Secondary progress at similar rates as they gain skills and knowledge related to Islam. The outcomes are generally within expected curriculum standards. A small group of students achieves standards that exceed expectations.
- Students' skills of memorising and reciting the Holy Qur'an improve across the two phases. Knowledge of Islamic history and civilisation is reflected in students' clear understanding. Most are able to apply their knowledge of Islamic concepts in everyday contexts.
- Raised expectations have resulted in the improvement of students' learning skills, particularly in their ability to analyse information and draw conclusions. Learning activities do not always meet the needs of students of differing abilities.
- The attainment and progress of Emirati students are comparable to those of other students.

For development:

- Ensure that, in all lessons, learning activities are well matched to students' differing needs and abilities.

Arabic as a first language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The majority of students in the primary and secondary phases makes acceptable progress. Although the attainment of a small group of primary students is particularly good, the attainment of most is broadly in line with curriculum expectations.
- Students' confidence in using modern standard Arabic varies. Their knowledge and use of appropriate grammar is generally within expected levels. Older students show increasing confidence when responding to texts. Writing is the least developed skill. Few students can engage in purposeful extended writing.
- The introduction of technology, and a guided reading programme, are improving students' reading fluency. However, expectations of what students can achieve are not high enough. Students do not have enough opportunities to engage in extended writing.
- The attainment and progress of Emirati students are similar to those of other students.

For development:

- Improve students' confidence in the use of modern standard Arabic and develop their writing skills.

Arabic as an additional language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable ↓	Acceptable

- Based on the number of years of study, the progress and attainment of most students are broadly in line with expectations, with a few above. In relation to their age, students' communication skills are slightly better in the secondary phase.
- Older students are able to express themselves in a limited number of contexts and using a reasonable range of vocabulary. Generally, they understand what is said to them and respond in simple sentences. Writing skills are weaker. Only a few can organise their thoughts and put them into words.
- The grouping of students based on the number of years of learning Arabic, and modifying the curriculum accordingly, are helping to improve students' progress. However, as a result of inaccuracies in assessment, work is not always well matched to students' attainment levels.

For development:

- Ensure that lesson planning and teaching are based on the needs of individual students after determining their years of study and level of language proficiency.

English

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Very good ↓	Very good
Progress	Not applicable	Very good ↓	Very good

- The effective use of a structured phonics scheme in FS and the lower primary grades lays a secure foundation for the subsequent development of students' literacy skills. All students' speaking skills are progressively extended throughout the school.
- Reading skills are very well developed in all phases. The teaching of reading strategies is a common feature of a large majority of lessons. The focus on reading is having a positive impact on students' comprehension skills and on their enjoyment of reading.
- A range of new initiatives has recently been implemented. They are beginning to develop greater consistency in the development of students' literacy skills. This is particularly evident in students' functional and creative writing skills in Primary.
- Emirati students' progress and attainment are in line with those of other students.

For development:

- Extend opportunities for secondary students to develop their skills in creative writing for a range of audiences.
- Ensure greater consistency in teachers' feedback to help students to improve their written work.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Outstanding ↑	Very good	Very good
Progress	Outstanding ↑	Very good	Very good

- Students' outcomes in internal and external assessments demonstrate strong achievement. Children in FS achieve more highly than those in other phases because the learning activities are more precisely matched to their needs. Students in all phases are acquiring greater levels of mathematical literacy.
- Students, across the whole school, use the four rules of number to calculate with confidence. Opportunities to apply problem-solving and independent research to real-life situations are less evident in the primary and secondary phases than in FS.
- Teachers' very effective use of questioning ensures that students are adept at explaining, justifying and reasoning. These skills, together with the application of prior learning, support students in gaining a greater depth of understanding of the mathematical concepts being taught.
- The achievement of Emirati students is similar to those of other students.

For development:

- Ensure that work in lessons is appropriately challenging and matched to students' needs.
- Increase opportunities for students to engage in independent problem-solving and investigative activities linked to the real world.

Science

	Foundation Stage	Primary	Secondary
Attainment	Very good ↑	Very good	Very good
Progress	Very good	Very good	Very good

- Across the school, students successfully acquire knowledge and understanding of the three areas of science. Their grasp of scientific concepts is developing very well. As a result, most perform very well in internal and external assessments.
- Children in FS make careful observations of what plants need to grow. Year 10 students hypothesise on why blood vessels adapt to their function. Although students understand fair testing and make predictions, they have too few opportunities to share ideas or to improve their investigations.
- Recently introduced personalised learning targets are helping to improve the progress of Emirati students. An emphasis on teaching scientific vocabulary is helping all students to develop the skills to explain their scientific reasoning more accurately.
- Emirati students are achieving similar standards to other students.

For development:

- Increase opportunities for students to share their ideas and to suggest ways in which their investigations can be improved.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding ↑	Very good	Very good

- Across all phases, and particularly in FS, students have very positive attitudes and are keen to engage in learning. They increasingly take responsibility for their work as they progress through the school. Students collaborate well in groups to complete learning activities.
- Students interact very well with one another and with their teachers. They are able to connect their learning to the real world and occasionally to other subjects, thus giving relevance to their lessons. Students' critical thinking, problem-solving and investigative skills develop progressively.
- Most students are able to use technology for research and investigations. However, the use of technology to support learning skills is underdeveloped in FS. When given the opportunity, students are able to assess their own and other students' work.

For development:

- Ensure that more consistent use is made of students' skills in technology to support their learning.
- Extend students' higher-order thinking skills to reinforce their learning by making links with different topics and themes.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Across the school, students behave exceptionally well. They demonstrate responsible attitudes to school and to their learning. Most are sensitive to the needs of others and demonstrate a secure understanding of what constitutes a safe and healthy lifestyle.
- Students' respectful and considerate behaviour makes a significant contribution to the school's calm and purposeful learning atmosphere. Students work well together in lessons and are very supportive when given the opportunity to evaluate one another's work.
- Bullying is rare. Students resolve differences amicably. Their understanding of the value of healthy eating and of maintaining an active lifestyle is reinforced through participation in a range of sporting and other physical activities.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Good

- Across all phases, students demonstrate a clear understanding and respect for Islamic values. Most display well-developed knowledge and awareness of how these values affect them. They apply the principles of generosity and care for others during the holy month of Ramadan.
- Across the school, students are very respectful of Emirati culture. They participate in cultural events promoting the heritage of the UAE, including National Day and Flag Day. In general, students lack depth in understanding of the culture of the UAE.
- Students participate in multi-national activities, including study visits to other countries. They recognise common themes in their history, geography, social studies and moral education lessons. As a result, they have a good appreciation of their own and many other world cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good ↑	Very good	Very good ↑

- Students have a strong sense of social responsibility. They show care and consideration for others. Recent developments have enabled younger students, from FS onwards, to play a more active role in the life of the school and to exercise their leadership skills.
- Throughout the school, students have a well-developed work ethic and are very resourceful. They communicate with confidence and take ownership of the organisation and delivery of a wide variety of activities, for example, raising funds for local and international charities.
- Students across the school are environmentally aware and increasingly conscious of the interdependent nature of the global community. They participate in a variety of entrepreneurial and innovative projects to promote environmental and global sustainability.


For development:

- Increase students' understanding of UAE culture and how it is adapting to modern life.
- Enhance opportunities for students, particularly in the early years, to demonstrate their capacity to take initiatives in their social development.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good

- Most teachers have a thorough subject knowledge and an understanding of how their subject should be taught. They plan lessons carefully. The effective use of resources is a feature of most lessons. Attractive learning environments promote learning and support most students.
- In many lessons, teachers use questioning well to probe and assess students' understanding. They encourage collaboration and problem-solving, thereby developing students' confidence. In a minority of lessons, opportunities for students to express their own ideas and extend discussions are missed.
- In the most effective lessons, teachers adapt lesson content to match students' differing attainment levels. In these lessons, learning activities provide an appropriate level of challenge. However, there is inconsistency in the challenge offered to higher ability students and to students of determination.


	Foundation Stage	Primary	Secondary
Assessment	Very good 	Very good	Very good

- Assessment processes are consistent and coherent. Leaders make effective use of assessment data to identify gaps in students' knowledge and adjust the curriculum accordingly. The information is provided to teachers to enable learning activities to be better matched to students' needs and abilities.
- Teachers' marking of students' work is inconsistent, especially in Islamic Education and Arabic. In these subjects, little use is made of attainment criteria and teachers' assessments are too generous. Older students assess their own written work, and that of other students, to suggest improvements.
- Since the previous inspection, the analysis and use of accurate assessment information have improved considerably. Teachers now know their students' strengths precisely. Identified gaps in learning are being rapidly narrowed.

For development:

- Ensure that, in all lessons, full use is made of assessment data to match work to students' needs and abilities.
- Implement a school marking policy which ensures consistency in the quality of written feedback to students so that they know how to improve their work.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Outstanding 	Very good	Very good

- The curriculum has a clear rationale and shared values which are fully aligned to the National Curriculum for England (NCfE). It fulfils the requirements of the Ministry of Education (MoE) for all prescribed subjects. A balance of skills and knowledge is achieved.
- Children in FS have an excellent start to their education. They routinely make links between all areas of learning and with everyday life. These links are less evident in the primary and secondary phases.
- The curriculum is constantly reviewed and, where necessary, modified to ensure that any learning gaps are identified and closed. The school is expanding, and there are plans to extend the currently limited number and range of subjects offered in the secondary phase.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding ↑	Very good	Very good

- The curriculum provides a stimulating range of learning opportunities for most groups of students, particularly in FS. In all subjects, teachers' lesson planning includes purposeful modifications to meet students' needs, but the implementation of the plans is variable.
- An extensive range of extra-curricular activities challenges and engages students. The activities are offered before and after school to increase opportunities for participation. Students successfully engage in sustainability competitions, which effectively support their innovation skills, demonstrated by reaching the final of the National Eco-Architect awards.
- Students celebrate the heritage and culture of the UAE through many school-wide events. However, exposure to, and development of, understanding of UAE society and culture are inconsistent.
- In FS1, children receive one lesson of 30 minutes in Arabic each week. In FS2, the provision increases to two lessons per week, each of 30 minutes.

For development:

- Ensure the development of students' understanding of modern UAE society

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has rigorous systems and policies in place for child protection and safeguarding. They ensure the safety and wellbeing of all students. All members of staff receive frequent safeguarding training. Students' safety in the use of the internet is given a high profile.
- The school provides a secure environment which is fully accessible to all. The premises are maintained to an extremely high standard. Risk management and record keeping are meticulous. Students are effectively supervised both within the school and when using school transport.
- With support from the school medical team, healthy living is promoted very effectively. The extensive range of extra-curricular activities makes a significant contribution to students' understanding and development of healthy lifestyles.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Relationships between staff and students are respectful. Trust and confidence are evident in all interactions. The management of the school's code of behaviour is highly effective. The school's diligent approach to promoting attendance and punctuality is successful.
- The school has thorough systems for the accurate identification of students of determination and those with gifts and talents. Students of determination are fully involved in the life of the school, including membership of student leadership groups.
- The inclusion leader and teaching staff are committed to the early identification and the design of personalised interventions. The wellbeing and personal development of all students are school priorities and monitored closely alongside the provision for students of determination.

For development:

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Inclusion of students of determination

Provision and outcomes for students of determination	Very good
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- An inclusive ethos and effective policies ensure that provision is consistent. Inclusion is overseen by an inclusion governor, inclusion champion and a counsellor. Continuous training ensures that interventions are effective. Systematic planning, implementation, monitoring and evaluation, underpin the very good progress of most students.
- A range of assessments is used as part of identification of needs. Interventions can be through support from learning support assistants (LSAs) or through personalised support outside lessons. Learning barriers are aligned with KHDA categories and learning needs. Suitable interventions are applied across the school.
- Parents are well informed of their children's academic progress and personal and social development. Teachers' reviews of students' needs inform updates to the individual education plans (IEPs). These are carefully devised and relevant to the barriers to learning.
- The curriculum is modified according to need. The modifications promote the development of independent learning skills and ensure appropriate interventions. Support from LSAs promotes the development of confidence and resilience which become evident in students' personal and social behaviour.
- Assessments ensure the acquisition of knowledge, skills and understanding. They form an evidence base to chart progress. Some students contribute to the design and review of their own IEPs. They display positive and responsible attitudes which are often exhibited through their behaviour and independence.

For development:

- Ensure consistency in support for students of determination in lessons.
- Improve the quality of written feedback to assist in the tracking of progress.

6. Leadership and management

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

- The principal and senior leaders are setting a clear vision for the future of the school. Central to the vision is ensuring that students' wellbeing, high achievement and their all-round personal development continue to be at the heart of the school. The wide distribution of leadership roles enables all staff make a meaningful contribution to the maintenance of high standards. However, not all middle leaders are equally effective in driving improvement.
- Although overgenerous in some respects, self-evaluation procedures provide school leaders with a generally accurate picture of the school's performance. Members of staff, governors, parents and students all contribute to the process of self-evaluation. The information gathered, and the systematic analyses of assessment information, ensure that improvement planning is focused on appropriate development priorities.
- Parents are highly supportive of the school and of the leaders. Communications with parents are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to members of staff. Through the Friends of Repton, parents make significant contributions to the overall quality of education provided by the school.
- The governing board includes representation from a wide range of stakeholders. Board members are well aware of the school's performance and provide the school with a high level of support and expertise. They carry out their roles as critical friends very effectively. Governors support leaders in pursuing the national agenda targets. They ensure that the school has the resources needed to maintain a high quality of education. They share a clear desire to provide the best quality education for all students.
- Highly effective daily routines owe much to the contributions of all staff, including administrative, security and maintenance personnel. The school is fully staffed with well-qualified and skilled teachers, who benefit from ongoing professional support. The high-quality premises and specialist facilities provide an excellent environment for students to realise their full potential.

For development:

- Improve the effectiveness of leadership in Arabic to secure improvement.

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 QA.Schools@khda.gov.ae