




Russian International  
School

 Curriculum: Russian

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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## School information



### General information

|                         |                            |
|-------------------------|----------------------------|
| Location                | Muhaisnah 4                |
| Type of school          | Private                    |
| Opening year of school  | 2006                       |
| Website                 | www.dubairuschool.com      |
| Telephone               | 04 2641515                 |
| Address                 | Al Muhaisnah 4, Dubai, UAE |
| Principal               | Marina Khalikova           |
| Language of instruction | Russian                    |
| Inspection dates        | 5 to 8 December 2016       |

### Teachers / support staff

|                                       |         |
|---------------------------------------|---------|
| Number of teachers                    | 29      |
| Largest nationality group of teachers | Russian |
| Number of teaching assistants         | 2       |
| Teacher-student ratio                 | 1:10    |
| Number of guidance counsellors        | 9       |
| Teacher turnover                      | 22%     |

### Students

|  |                 |
|--|-----------------|
| Gender of students                     | Boys and girls  |
| Age range                              | 4 - 18          |
| Grades or year groups                  | KG 1 - Grade 11 |
| Number of students on roll             | 292             |
| Number of children in pre-kindergarten | 0               |
| Number of Emirati students             | 1               |
| Number of students with SEND           | 17              |

Largest nationality group of students Russian

### Curriculum

|  |           |
|--|-----------|
| Educational permit / Licence             | Russian   |
| This might be deleted<br>Main curriculum | Russian   |
| External tests and examinations          | IBT, CAT4 |
| Accreditation                            | None      |
| National Agenda benchmark tests          | n/a       |



## 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.

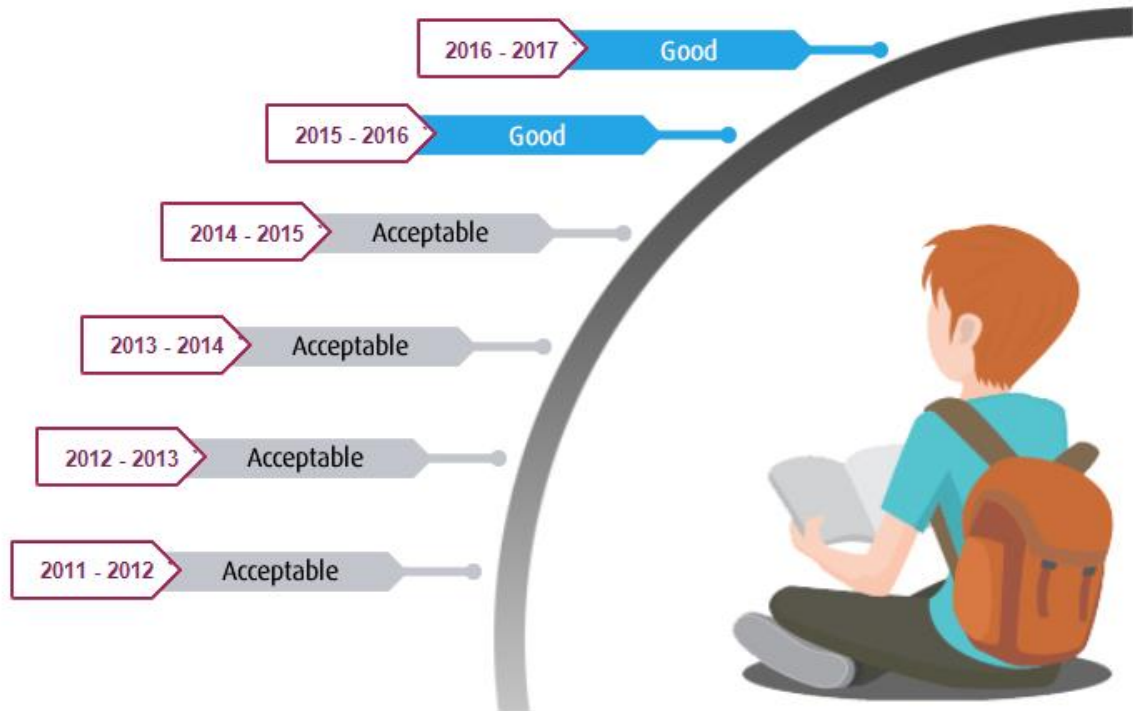
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### 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.

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

## Inspection journey for Russian International School



- The Russian School opened in 2006. The principal has been in post for three years. Since the previous inspection the school's roll has decreased by a quarter, and the staff complement has similarly reduced. Almost all staff have been in post for several years.
- Previous inspection reports have acknowledged students' improving outcomes in most key subjects other than Arabic as an additional language. Students' behaviour, and their understanding of Islamic values and Emirati culture, are also consistent strengths. Last year's inspection report recognised improvements in the curriculum, teaching and assessment as well as the strength of the leadership of the school.
- Over the last three years', recurrent recommendations have included the school's use of assessment data so that teaching better meets learning needs. Last year's report also recommended strengthening the governing body's monitoring of the work of the school and holding senior leaders accountable for improvement. A further recommendation targeted improving curriculum, teaching, attainment and progress in Arabic as an additional language.



## Summary of inspection findings 2016-2017



**Russian International School** was inspected by DSIB from 5 to 8 December 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mostly acceptable in Islamic education and Arabic as an additional language, apart from middle and secondary where progress is good. Attainment and progress in Russian language is a strength, ranging from good to outstanding. Overall, attainment and progress in English, mathematics and science remain consistently good, although achievement in primary mathematics is very good, as is progress beyond the Kindergarten. Students' learning skills are at least good except in secondary where they are very good.
- Students' very good personal responsibility in middle and secondary are matched by very good community and environmental awareness in secondary. All other aspects of personal development remain positive with older students acting as good role models for younger students. Well-developed environmental understanding is displayed by students in their activities with outdoor cultivation and enterprise.
- Teaching and assessment remain good across the school apart from teaching in secondary. Teachers continue to develop ways in which they assess students' performance and in measuring it against national and international standards. Very good teaching in secondary is complemented by students' well-developed learning skills.
- The quality of curriculum design and adaptation remains good across the school. Notwithstanding the decrease in staffing, the school has maintained and extended its broad and balanced curriculum. This continues to prepare most students well for the next stage of their education, training or employment.
- Provision for health and safety and students' care and support remain good. Access to the school is well-supervised. Transport arrangements work well and there are effective arrangements to monitor students' well-being. Advice and guidance for students is timely and well-considered.
- Senior leaders provide very clear direction to staff to guide the school's continuing improvement. Students, parents and staff share the school's vision in preparing its diverse, but cohesive student body for life beyond school. Governors support the school well. As last year, governors remain well-placed to develop their role in monitoring more closely the work of the school. Some self-evaluation judgements still remain too generous.

### What the school does best

- Children's and students' good to outstanding attainment and progress in Russian language, good to very good attainment in mathematics, across all phases of the school, and their good attainment, and or progress in the majority of other key subjects; and students' very good learning skills in secondary.
- Students' good and very good personal development across the school especially in the secondary, including their good understanding of Islamic values and Emirati culture in all phases of the school.
- Very good teaching for effective learning in the secondary phase which complements students' very good learning skills.
- Senior leadership team's consistent focus on improving outcomes for learners in this school's multinational and inclusive community.

### Recommendations

- School leaders and teachers should improve students' progress and attainment in Arabic as an additional language by providing more regular opportunities for students to converse and write independently.
- School leaders should ensure that:
  - all teachers understand what benchmarked data on students' performance tells them about students' strengths and weaknesses, and potential to achieve more
  - teachers use the increasingly detailed information, about what all students know and can do, to plan and present learning activities more closely matched to the learning needs of groups and individuals, to further improve progress and attainment.
- Senior and middle leaders, together with teachers, should build on existing approaches to evaluate the quality of teaching by:
  - focusing more explicitly on the quality of students' attainment and progress in their regular lesson observations
  - closely analysing findings of these observations to compile an accurate picture of strengths and development needs in learning skills, and teaching, across all phases and subjects
  - providing further training for teachers to address the areas for development that has been identified.
- School governors should develop their role in further supporting the school by improving their capacity to hold senior leaders more closely accountable for school performance by:
  - requiring more frequent and regular reports on the quality of the school's performance together with conducting more regular visits to observe school in action
  - using the findings of such reports to identify areas to improve further, and monitoring more closely the progress of such improvement.

## Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



## Promoting a culture of innovation:








- Since the last inspection, school leaders have implemented further initiatives involving information technology applications in the sciences, mathematics and Russian literature. The use of technology to enhance learning is less developed in most other subjects and across the phases. Students enthusiastically and creatively, apply critical thinking to these emergent projects. Teachers' lesson plans do not yet sufficiently target skills that address the innovation agenda. The school recognises the need to offer a wider range of opportunities, including students' leadership of innovative thinking.



## Overall school performance

Good

### 1 Students' achievement

|   |            | KG             | Primary        | Middle         | Secondary      |
|---|------------|----------------|----------------|----------------|----------------|
| Islamic education<br>                  | Attainment | Not applicable | Acceptable     | Acceptable     | Acceptable     |
|   | Progress   | Not applicable | Acceptable     | Good ↑         | Good ↑         |
| Arabic as a first language<br>         | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
|   | Progress   | Not applicable | Not applicable | Not applicable | Not applicable |
| Arabic as an additional language<br> | Attainment | Not applicable | Acceptable     | Acceptable     | Not applicable |
|   | Progress   | Not applicable | Acceptable ↓   | Acceptable     | Not applicable |
| Language of instruction<br>          | Attainment | Very good      | Very good      | Good           | Outstanding    |
|   | Progress   | Very good      | Very good      | Very good      | Outstanding    |
| English<br>                          | Attainment | Good           | Good           | Good           | Good           |
|   | Progress   | Good           | Good           | Good           | Good           |
| Mathematics<br>                      | Attainment | Good           | Very good      | Good           | Good ↓         |
|   | Progress   | Good           | Very good      | Very good      | Very good      |
| Science<br>                          | Attainment | Good           | Good           | Good           | Good           |
|   | Progress   | Good           | Good           | Good           | Good           |

|                 | KG   | Primary | Middle | Secondary   |
|-----------------|------|---------|--------|-------------|
| Learning skills | Good | Good    | Good   | Very good ↑ |

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

|   | KG     | Primary | Middle      | Secondary   |
|---|--------|---------|-------------|-------------|
| Personal development  | Good   | Good    | Very good ↑ | Very good ↑ |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good ↑ | Good ↑  | Good        | Good        |
| Social responsibility and innovation skills                                 | Good   | Good    | Good        | Very good ↑ |

## 3. Teaching and assessment

|                                 | KG   | Primary | Middle | Secondary   |
|---------------------------------|------|---------|--------|-------------|
| Teaching for effective learning | Good | Good    | Good   | Very good ↑ |
| Assessment                      | Good | Good    | Good   | Good        |

## 4. Curriculum

|                                      | KG   | Primary | Middle | Secondary |
|--------------------------------------|------|---------|--------|-----------|
| Curriculum design and implementation | Good | Good    | Good   | Good      |
| Curriculum adaptation                | Good | Good    | Good   | Good      |

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

|   | KG   | Primary | Middle | Secondary |
|---|------|---------|--------|-----------|
| Health and safety, including arrangements for child protection / safeguarding | Good | Good    | Good   | Good      |
| Care and support  | Good | Good    | Good   | Good      |


## 6. Leadership and management

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

# Main inspection report



## 1. Students' achievement


|  KG |                |                |
|--|----------------|----------------|
| 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 |
| Language of instruction  | Very good      | Very good      |
| English  | Good           | Good           |
| Mathematics  | Good           | Good           |
| Science  | Good           | Good           |

- In Russian, the large majority of children can speak confidently and in detail about subjects they are learning about and which interest them. For example, they differentiate appropriately between domestic and wild animals in a number of ways. Children recognise the alphabet and apply this knowledge accurately when grouping words according to initial letter sounds. The large majority make better than expected progress in understanding and applying simple grammatical rules.
- In English, the attainment and progress made by the majority of children is above curriculum standards. Children enter the Kindergarten with low levels of English language skills. In KG 1 children listen to and follow instructions. By KG 2 children's widening vocabulary enables increasing confidence when speaking with adults and peers. They enjoy singing songs related to farm and circus animals. A few can speak confidently and fluently in full sentences.
- Against curriculum standards in mathematics, the attainment and progress of the majority of students are good. Children's active learning reinforces mathematical knowledge and understanding. As a result, a majority of children attain above curriculum expectations. By KG 2 most children count to ten and accurately combine small groups of objects. They recognise and name simple shapes and are beginning to describe their basic properties. They securely understand ideas behind comparative terms such as, 'bigger' or 'smaller'. However, there are limited opportunities for children to apply their mathematical understanding to solve problems.
- In science, the majority of children attain above the curriculum standards and make better than expected progress. In KG 1, children's knowledge of the world is developing well. They can name the days of the week, identify features of different seasons and name a variety of animals. In KG 2, children are making good progress in their knowledge and understanding of plants. Through practical experiences of germinating seeds, and watering plants, they develop their understanding of the basic conditions needed for plants to grow successfully.

| Primary                          |                |                |
|----------------------------------|----------------|----------------|
| Subjects                         | Attainment     | Progress       |
| Islamic education                | Acceptable     | Acceptable     |
| Arabic as a first language       | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable     | Acceptable ↓   |
| Language of instruction          | Very good      | Very good      |
| English                          | Good           | Good           |
| Mathematics                      | Very good      | Very good      |
| Science                          | Good           | Good           |




- In Islamic education, most students attain in line with expectations. Younger students understand the idea of kindness, and mercy to all living creatures. Older students in this phase have an adequate understanding of the concept of the pillar of prayer. They show acceptable levels of knowledge about the family of Prophet Mohammad (PBUH). In lessons, and in most of their recent work, most students make at least expected progress in learning. Older students in this phase make better progress overall.
- In Arabic as an additional language, internal assessments show that attainment is above curriculum standards. However, in lessons, listening skills are acceptable with appropriate responses to familiar topics, and reading is limited to a few sentences, with longer texts too challenging for most students. Skills in writing are underdeveloped with limited opportunities for extending this in class. Overall, progress is acceptable with most students developing their vocabulary well but finding it difficult to use newly learned words independently. From their various starting points, progress in writing is weak overall.
- The large majority of students attain levels above curriculum expectations in Russian language. Students can recognise and analyse linguistic structures, especially with vocabulary and sentence construction. Reading, writing and spelling, as well as critical thinking skills developing appropriately within the phase. By the end of primary the majority of students have comprehensive vocabulary that allows them to communicate well both orally and in writing. By learning and reciting the best exemplars of children's Russian classical poetry, students enhance and make progress in language development.
- In English, the majority of students attain levels above curriculum standards and are able to read a variety of texts in different genres including stories and factual content with understanding. They write with increasing accuracy for a range of purposes. Students listen attentively, with good levels of comprehension, and respond appropriately to what they hear. Most speak confidently about familiar topics, using appropriate vocabulary. Most students are making good progress from prior levels of attainment in all communication skills in English.
- In mathematics, the large majority of students consistently attain levels above curriculum expectations. Students at all levels can confidently apply their skills to real life situations. They solve word problems and apply their knowledge and understanding well in geometry. Their numerical skills and spatial awareness exceeds international standards for students of similar ages. Their progress is improved by frequent practical learning activities.

- In science, the attainment and progress of students is good. Within school assessments and against curriculum expectations, there is an improving trend in achievement over the past three years. Progress of scientific concepts is less rapid because students are rarely given opportunities for the development of scientific investigation and enquiry. When they do carry out practical work, correct scientific method, equipment and resources are not used consistently to develop their skills. However, student progress is enhanced because learning is regularly linked to concepts related to the real world.

|  Middle |                |                |
|--|----------------|----------------|
| Subjects   | Attainment     | Progress       |
| Islamic education  | Acceptable     | Good ↑         |
| Arabic as a first language   | Not applicable | Not applicable |
| Arabic as an additional language   | Acceptable     | Acceptable     |
| Language of instruction  | Good           | Very good      |
| English  | Good           | Good           |
| Mathematics  | Good           | Very good      |
| Science  | Good           | Good           |

- In Islamic education, most students demonstrate knowledge, skills and understanding of Islamic concepts, beliefs and values that are in line with expectations. At the start of middle school, students have adequate knowledge and understanding about the Prophet Saleh. By Grade 9 they can recite and memorise short surah's correctly. Students have an informed understanding about the concept of life after death. In lessons and in their recent works, the majority of students, especially older students, make better than expected progress against curriculum expectations.
- In Arabic, as an additional language, listening skills are acceptable and speaking skills are still emerging. Only a few students are able to answer oral questions with confidence. Most students also have difficulty engaging in simple genuine conversations. Reading of familiar and repeated text is acceptable. The writing of most students is still developing and restricted to copying. Overall, internal assessments, indicate that most students' attainment is above the curriculum standard. Progress in Arabic is largely acceptable although progress with speaking and writing skills is weaker.
- The majority of students attain above curriculum standards in the Russian language. By the end of the phase the majority of the students possess robust spelling skills and rich vocabulary. They use the nuances of Russian grammar adequately to express their thoughts and feelings in speaking and writing. Well-developed reading comprehension increasingly supports students' developing critical and analytical thinking. Progress is very good, enhanced by teachers' creation of motivational learning experiences.
- In English the majority of students achieve good levels of attainment in both internal and external assessments. They continue to develop their reading abilities and can read a variety of texts with increasing confidence and understanding. Writing skills continue to develop in this phase as they are given more opportunities to write for a range of purposes. Most students continue to make good overall progress in all communication skills but especially with reading comprehension and speaking.

- In mathematics, the majority of students attain above expected levels in algebraic skills, geometry and problem solving. They can apply these skills increasingly well to complex problems. For example, when analysing complex functions in algebra. Students apply their mathematical skills well in a range of practical contexts and competitions. Due to effective use of ICT, and carefully designed tasks, that stimulate critical thinking, the large majority of students make rapid progress.
- In science, the attainment and progress of the majority of students is good. They achieve standards above curriculum expectations and make good progress in lessons, in acquiring scientific knowledge. The most able are not yet sufficiently challenged in lessons. In middle school there is more focus on the development of practical skills and understanding particularly in chemistry and physics, but correct scientific methods and recording are not always fully evident. Students are used well as lead learners, confidently expressing their understanding to their peers.

|  Secondary |  |  |
|---|--|--|
| Subjects  | Attainment   | Progress   |
| Islamic education   | Acceptable   | Good  |
| Arabic as a first language  | Not applicable   | Not applicable   |
| Arabic as an additional language  | Not applicable   | Not applicable   |
| Language of instruction   | Outstanding  | Outstanding  |
| English   | Good   | Good   |
| Mathematics   | Good  | Very good  |
| Science   | Good   | Good   |

- In Islamic education most students demonstrate knowledge, skills and understanding of Islamic concepts, beliefs and values that are in line with curriculum standards. By the end of this phase, most students are able to voice with confidence, their informed opinions about important concepts such as, the distinction between speculative gambling and the commercial risk of trading. Critical thinking skills are shown through real life application of values, for example investigating the benefits of fasting, in health and social terms. This approach to learning enables a majority of students to make better than expected progress.
- In Russian language most students attain levels that are above curriculum standards. The level of critical and analytical thinking skills, as well as confident knowledge of grammar allows students to analyse and enjoy complex pieces of classical, Russian literature. Most of the students also display creative writing skills that are above curriculum standards. All students study the subject with enthusiasm constantly, challenging themselves to perform to the very highest of standards in public recitation of poetry.
- Majority of students attain above expected curriculum standards in English in reading, writing, speaking and listening. They comprehend a good range of texts and write accurately for a range of purposes, both descriptive and analytical. They are articulate in class discussions, and passionate in debates on a variety of topical issues. Overall, they make good progress from previous levels of attainment in all communication skills in English.



- In mathematics, the attainment of the majority of students is above curriculum expectations. Students have secure knowledge in advanced algebra and geometry that exceeds average international standards. They can confidently apply it to complex three dimensional geometric proofs and real life situations. Reasoning skills and critical thinking are well developed. Effective use of ICT enhances progress in understanding complex concepts of functions and calculus.
- In science, attainment and progress of the majority of secondary students is good. The results in the Volgograd examinations show strong attainment which has been broadly maintained over the last three years. High levels of motivation, and well-developed research and independent learning skills, support students' good overall progress in lessons. Most use technology well, think critically and express their understanding clearly within class or during extra-curricular activities in science.

|                 | KG   | Primary | Middle | Secondary   |
|-----------------|------|---------|--------|-------------|
| Learning skills | Good | Good    | Good   | Very good ↑ |

- Across the school most students are engaged, well behaved, enthusiastic and have very good attitudes towards their learning in school. They take responsibility for their own learning and work with increasing independence. This is a particularly strong feature in the Kindergarten and secondary phases. Students respond well to critical feedback which helps them to understand their strengths and areas of development.
- In most classes, students interact with their peers and respond thoughtfully to each other's comments. Effective collaborative work is a strength across the school. Communication skills are clearly visible in all aspects as well as in samples of students' work that contain compositions on various topics.
- Most classes provide students with opportunities to make real world connections and cross curricular links. Critical thinking and problem-solving skills are better developed features of learning skills in the secondary phase and especially in mathematics and science. They are yet to be fully embedded as key features in all subjects across the school.
- Beyond Kindergarten and early primary years, students' learning skills benefit from increasing opportunities for research and use of technology. Student led learning is more prominent in the middle and secondary phases although entrepreneurial skills are less well-developed. Students use information technology confidently in secondary science, mathematics, and with Russian literature to enhance learning.

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

|                      | KG   | Primary | Middle      | Secondary   |
|----------------------|------|---------|-------------|-------------|
| Personal development | Good | Good    | Very good ↑ | Very good ↑ |

- Students have a positive work ethic and are committed to doing their best. They can work independently, especially in upper grades, when given appropriate opportunities. They conscientiously take on responsibilities such as participating in various committee memberships and learning partnerships with younger students.
- Students' self-discipline and good behaviour are evident in lessons and throughout the school. This contributes strongly to the purposeful learning environment which prevails across the phases.
- All students treat each other and their teachers with respect. Older students provide helpful and successful buddying to younger peers in the Kindergarten and Primary respectively.
- Most students follow the advice about healthy eating choices and taking regular exercises. In secondary they are aware of the risks associated with the internet, social media, smoking and drugs.
- Students' attendance is good. They are very punctual for lessons. Almost all students arrive promptly at the start of the day, well-prepared and eager to learn.

|   | KG     | Primary | Middle | Secondary |
|---|--------|---------|--------|-----------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good ↑ | Good ↑  | Good   | Good      |

- Students have clear respect and appreciation for Islamic cultures and principles. They understand the features and impact of these values on daily life in the UAE. Tolerance of other cultures is central to the school's ethos.
- Emirati heritage and culture are well understood by most students. Life in the UAE features in many aspects of school life. It is well-exemplified in displays, and through celebratory occasions linked to important national events and anniversaries.
- There are 18 nationalities in the school, representing countries with strong historical links. Students have a clear understanding of, and pride in, their own cultures, traditions, music, and costume. This is well-demonstrated on themed international days when the whole school community enjoys experiencing each other's traditions. However, understanding of more global cultures beyond this is still developing.

|  | KG   | Primary | Middle | Secondary   |
|--|------|---------|--------|-------------|
| <b>Social responsibility and innovation skills</b> | Good | Good    | Good   | Very good ↑ |

- Students are well aware of their roles and collective responsibilities in the school. Students, particularly in secondary, are active and take every available opportunity to contribute to the life of the school. Members of the student council play significant roles in the school. There are limited opportunities for students to contribute to the wider community.
- Most students have a positive work ethic. They understand what it is that they need to do in order to achieve their academic and career goals. The majority of older students make helpful contributions to projects or other activities within their community.
- Students demonstrate a good understanding of environmental sustainability. They are aware of many ways in which to improve their school and local environment. Students engage in a range of projects and activities to promote environmental awareness, including the “each child plant a flower” and “electricity-saving” campaigns.

### 3. Teaching and assessment

|  | KG   | Primary | Middle | Secondary   |
|--|------|---------|--------|-------------|
| <b>Teaching for effective learning</b> | Good | Good    | Good   | Very good ↑ |

- Teachers’ subject knowledge is secure in almost all subjects. This is shown by their support of learning and handling of students’ questions and misunderstandings. In English however, most teachers do not yet demonstrate a good understanding of how students of additional languages learn best, especially in the primary phase.
- Lesson planning uses school templates. Some plans lack clear focus, while others are realistic and engaging. Students are not always clear about what they should learn because success criteria are not always communicated as clearly as they should be. Most lessons are purposeful, with varied activities which promote student motivation. Time is generally used effectively; too few lessons revisit learning to check understanding.
- Relationships between teachers and students are very good. Positive learning environments encourage students to work hard. Teachers’ strategies to promote discussion, which include effective questioning, engage most students in meaningful dialogue, particularly in the secondary phase. Very effective collaborative learning is evident in almost all subjects and phases.
- Teachers are aware of the different abilities and needs of students. However, in a majority of lessons, the match of work to the needs of students with SEND or higher ability is not consistently well planned. Low expectations are a feature of many lessons, particularly in additional languages. Features of some of the better lessons support students’ in-depth preparation prior to the next lesson.

- Critical thinking and problem solving skills are not consistently promoted across all subjects and phases. In secondary, most students display high levels of problem solving, critical thinking and independent learning skills, particularly in Russian language, mathematics and science. Many students are able to present their independent research with confidence and using technology effectively. Younger students are rarely given consistent encouragement to think for themselves.

|            | KG   | Primary | Middle | Secondary |
|------------|------|---------|--------|-----------|
| Assessment | Good | Good    | Good   | Good      |

- The school has coherent and consistent assessment systems which firmly align with the Russian State curriculum standards. A good range of assessment strategies are efficiently used across the school to verify attainment and progress. These include written work, summative assessment, oral presentations, project work and ongoing assessment during the lessons.
- In line with last year's recommendation, the school now uses a significantly wider range of external benchmark assessments. International Benchmark Test (IBT) and Cognitive Ability Tests (CAT4) now support and supplement a range of international competitions and externally moderated end of year school assessment.
- The school gathers increasingly detailed information about students' performance. However, teachers' analysis and interpretation of this data remains underdeveloped. As a result, their understanding, of students' strengths and areas to improve, remains limited. Systems to track and monitor students' progress are at an early stage of development.
- Various forms of assessment broadly support teachers to address the learning needs of different groups of students. The school recognises that there is scope to use this information more consistently across the curriculum. Levels of suitable challenge and support for different groups of students such as those with particular gifts and or talents, or SEND, are not yet consistently planned across the curriculum.
- Teachers know their students well as individual learners. Teachers' marking is consistent and together with other forms of feedback, provides guidance on what students do well and how they can improve. Teachers encourage students to be self-reflective about their work. Well-structured peer assessment is an integral part of lessons, in some, but not all subjects.

## 4. Curriculum

|                                      | KG   | Primary | Middle | Secondary |
|--------------------------------------|------|---------|--------|-----------|
| Curriculum design and implementation | Good | Good    | Good   | Good      |

- The curriculum has a clear rationale. It follows closely the standards of the Russian Federation and the UAE Ministry of Education requirements for Arabic and Islamic education. It is broad, balanced and age-appropriate. All key subjects are given appropriate amount of curriculum time to support learning.
- Smooth and effective transition exists between the phases and between consecutive grade levels. Subject content systematically enables students to grasp new material based on their previous knowledge and experience. Students leaving the school at any stage, possess appropriate skills and knowledge to continue their education within the Russian Educational system.
- The range of curricular options provides older students with choices that match their interests and talents, and therefore, enables them to be better equipped for further career choices. The introduction of new courses in economics and law enriches the choice of options in the humanities group of subjects.
- The school continues to establish a number of meaningful and interesting cross-curricular links. These are broad in range and enable students to develop a holistic view on many topics, as well as linking areas of their learning that are not always immediately obvious to them.
- The curriculum is regularly reviewed and adjusted. As a result, the school has introduced an integrated physics-chemistry course, Grade 2 project work and additional humanities courses, to extend opportunities for greater choice for students. Extension of the social studies UAE course to primary and kindergarten phases provides further opportunities for a better understanding of the local culture for younger students.
- Social studies UAE is taught as a part of the integrated social studies curriculum in all grades from KG to Grade 11). The school chooses to teach the course in English and the mandated curriculum is enriched with meaningful cross-curricular links with Islamic education, history and geography. Concepts learnt within social studies UAE component give many opportunities for the students to understand the world better. Quizzes, Tests and projects form part of the formal assessment in this subject.

|                       | KG   | Primary | Middle | Secondary |
|-----------------------|------|---------|--------|-----------|
| Curriculum adaptation | Good | Good    | Good   | Good      |

- The curriculum is broadly adapted to meet the needs of most students. Adaptations include the establishment of additional courses and the use of learning technologies for research and projects. Some appropriate modifications are made for particular groups of students especially in their Russian language and literary skills. Further effective modifications are required for students of Arabic as an additional language.
- The school continues to promote curriculum enhancement, enterprise, and innovation through a range of projects and tasks, at times set and delivered by the students. These projects include the development of green and recreation areas, at the front and back of the school, as part of the Green School Green Hearts initiative.
- The promotion of links with Emirati culture and UAE society is integrated within the curriculum especially in the social studies programme for all grades. Students research projects prior to the celebration of important national festivals, preparation for visits to cultural and religious sites. Their participation in local greening initiatives, and support for local charities, also successfully promote these links.

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

|   | KG   | Primary | Middle | Secondary |
|---|------|---------|--------|-----------|
| Health and safety, including arrangements for child protection / safeguarding | Good | Good    | Good   | Good      |

- The school gives high priority to students' safety and their protection. Effective procedures are in place for safeguarding students. All staff members attend regular child protection training and know the procedures to follow if issues arise. Effective measures are in place to protect students from cyber bullying. However, not all students are confident in knowing how to report concerns to adults.
- Students benefit from a safe, secure and hygienic environment. Safety checks are regularly carried out. Bus monitoring and gate security are effective. Students are suitably supervised throughout the day and this is especially the case in the Kindergarten where adults are vigilant at all times. At the time of the inspection, the school met regulatory requirements.
- Facilities and equipment are well maintained and records and certificates updated in a timely manner. Confidential records on staff and student are stored appropriately and are accessible only to those authorised to see them. Regular fire drills are conducted to practise evacuation procedures. Medicines in the clinic and chemicals in science laboratories are stored securely.
- The school environment mostly supports students' learning well. An entrance ramp is in place and the facility is partially accessible to those with mobility issues. The rubber slabs in the outdoor play areas continue to present a potential hazard to children.




- Healthy living is promoted through a variety of programmes, school activities and initiatives. Increasingly healthy food options are available in the canteen. Menu options change as a result of students' research and their suggestions. Younger children are encouraged to bring a healthy lunch to school. A body-mass index has been completed for all students and regular exercise is promoted.

|                  | KG   | Primary | Middle | Secondary |
|------------------|------|---------|--------|-----------|
| Care and support | Good | Good    | Good   | Good      |

- Positive relationships between staff and students are based on mutual respect and trust. A range of policies is used effectively to assist in the development of this trust, and in assisting in the successful promotion of good behaviour across all areas of the school.
- The school uses a range of appropriate strategies and policies to promote good attendance. Contact with parents is swiftly made. The procedures followed, encourage all students to return to school as quickly as possible. Almost all students attend punctually in the morning. They return to their classes punctually after breaks and after visits to specialist teaching areas.
- There is continuing improvement in the identification of students with SEND. The school has identified a very large number of students who are gifted and talented. The school recognises that further analyses of the results of the CAT 4 tests will support the accurate identification of students in both of these areas.
- The school provides targeted support for a number of students with SEND. Individual Education Plans (IEPs) and Behaviour Modifications Plans (BMPs) are in place and are mainly effective. Support for those who are gifted and talented is being further developed. A review of such support will enable the school to further develop, and also, improve targeted interventions.
- The school provides a range of suitable guidance to students across the whole school. The establishment of a number of councils which support school initiatives is also a means by which students can report their concerns. The school's career guidance programme continues to expand with advice and learning from Grade 8 onwards and above.

## Inclusion

### Provision and outcomes for students with SEND

Good 

- The school is inclusive and this is clearly stated in its Special Educational Needs policy. Accountability for the implementation of the policy rests with a team led by the head of the methodological council. The main valuable resource the school uses to implement this policy is the psychologist and the class and subject teachers.
- The process of identification of students with SEND usually starts through the admissions procedures to the school. The initial identification process often starts through parents' or teachers' concerns. The school now uses a much wider range of appropriate tests to help it categorise the needs of students with SEND.

- A very close bond exists between parents and school staff which facilitates effective communication between both parties. Parents assist with the implementation of a number key factors of the IEPs. The school is very responsive to the needs of parents and accommodates their wishes wherever possible. Parents are very appreciative of all of the support that they receive.
- The school's psychologist provides good advice on suitable strategies to assist students with SEND. The teachers use this information to draw up an IEP based on academic requirements for the students under their care. The objectives in some of the plans are still too broad and do not always lend themselves to ease of assessment or the recording of progress.
- A number of suitable strategies are employed to ensure that students become integrated within the school and that they become self-reliant. Progress is noted against the objectives set in the IEPs. The results available demonstrate that the majority of students with SEND are making better than expected progress across the majority of subjects and development areas.

## 6. Leadership and management

### The effectiveness of leadership

Good

- Leaders at all levels, under the well-focused guidance of the school principal, effectively promote a widely-shared and well-understood mission to provide purposeful education for their international community of Russian speakers in Dubai. UAE national priorities are well-included in the life and work of the school. School leaders are committed to inclusive education.
- The school principal and senior leaders understand effective practice in teaching, learning and assessment. Together with middle leaders, they maintain a very positive climate for learning. As a result, students' learning and personal development in most subjects and phases of the school continues to improve though not yet consistently. Senior leaders know there is more to do to improve particular areas of the school's work.
- Led by the principal, senior leaders' close and effective teamwork supports middle leaders well and promotes positive staff morale. Leadership responsibilities are suitably delegated, and middle leaders know what is required of them.
- Leaders at all levels are aware that further improvements can be made, particularly in the use of assessment to guide teaching for effective learning. They are committed to their own, and colleagues', professional development to enable them to take forward necessary improvement.
- Leaders have successfully developed aspects of the work of the school such as the quality of teaching in particular phases. In particular subjects' and phases, students' attainment and progress has improved. There is scope to develop consistency of performance in all subjects across all phases to match the best found in the school.

## School self-evaluation and improvement planning

Good

- The school's increasingly systematic approach to evaluating the quality of its work now includes more objectively-validated measures of performance. This is beginning to support more accurate evaluation of aspects of performance such as students' attainment. Key priorities for improvement are identified accurately.
- School leaders frequently and regularly evaluate the quality of teaching, and involve class teachers in evaluating each other's teaching. This provides helpful information about teaching practice and enables useful sharing of innovative methods. However, observations are not yet sufficiently closely focused on the effect of teaching on students' achievement. This constrains the identification and sharing of the most effective practice.
- School improvement plans address identified priorities and actions in suitable detail. However, plans to improve aspects of teaching, learning and assessment do not consistently identify what will improve for students' classroom experiences and outcomes. As a result, accurate evaluation of successful implementation of planned improvement is made more difficult.
- The school has addressed the majority of the previous report's recommendations. There have been some improvements in students' progress in Islamic education, though not yet in Arabic as an additional language. Students with SEND are now more accurately identified.

## Partnerships with parents and the community

Good

- The school successfully involves parents as partners in their children's learning. As a result parents are very supportive of the school, its international character, and its focus on education in the Russian language. This mutual respect and regard between parents and school contributes significantly to improving standards.
- The school communicates effectively with parents in a range of ways, including recently-introduced online communication. Parents, including those whose children may have SEND, value the responsiveness of staff at all levels.
- Parents receive frequent and regular reports on their children's progress. They find these helpful particularly when combined with consultation with teachers about what more their children need to do to improve. As a result, most parents feel well informed about their children's progress and attainment, and personal development.
- Within the local community the school provides extra-curricular activities for its students which are highly valued by parents. The school actively supports local causes in the wider community of Dubai. The school partners effectively with a school in the Russian Federation to help improve the quality of its work. These activities and partnerships contribute well to students' learning and development.

## Governance

Acceptable

- Governance includes wide representation from students, parents, staff, community and business. Governors have a broadly accurate understanding of the work of the school. However, they do not yet formally seek stakeholder views on a regular basis.
- The governing board meets only periodically to consider the work of the school. This infrequency of meeting constrains the governing board's capacity to monitor the school's actions. There is scope to strengthen the ways in which it holds senior leaders accountable for improvement.
- Nevertheless, the governing board exerts a positive influence on the work of the school. It has supported the school well, maintaining sufficient qualified staff. This has enabled the school to maintain and extend the curriculum it offers to students. The governing board has also supported the creation of new facilities and acquisition of resources. It ensures statutory requirements are met.

## Management, staffing, facilities and resources




Good

- The school's daily administrative routines run smoothly. The orderly and efficient ethos contributes well to the harmonious and purposeful climate for learning in the school.
- Staff are appropriately qualified and carefully deployed to support and extend curriculum provision. The school has carefully maintained this good level of staffing given the challenges posed by recent significant reduction in student roll.
- The school has created specialist facilities including a, 'Rumpus Room' for young children, and dedicated English classroom. Improvements to the outside areas of the school promote further learning opportunities. Staff, parents, and students increasingly use new online resources for a range of communication and online learning respectively.
- The range of resources generally promote effective learning and teaching across the school. Older students in particular use learning technologies very effectively in support of their learning in some key subjects, for example in mathematics and science. There is scope to develop this further, so that in all phases and subjects' students can use specialist resources and IT in their learning.

## The views of parents, teachers and senior students

### 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. A summary of the survey statistics and comments from those who responded to the survey follows:

| Responses to the surveys  |           |     |
|---|-----------|-----|
| Responses received  | Number    |     |
|  <b>Parents*</b>   | 2016-2017 | 88  |
|   | 2015-2016 | 126 |
|  <b>Teachers</b> | 26        |     |
|  <b>Students</b> | 33        |     |

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

- Parental responses to surveys were, on the whole, very positive about the work of the school. Almost all parents valued highly the quality of education provided for their children. They consider that communication is effective and reports keep them well informed about their children's progress in learning.
- Student responses to surveys were also constructive about almost all aspects of their school experience. Almost all students felt teaching helped them to learn independently. A few felt that the school's technology could be further improved. The same proportion also felt they would benefit from more opportunities for leadership.
- Teachers' responses were equally positive. All agreed the school was well-led, that their continuing professional development helped them become better teachers, and that their teaching helped students learn increasingly to be independent. A few disagreed that the school promoted students' love of reading in Arabic. A few also disagreed that there was a good range of extra-curricular activities.

## 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](mailto:inspection@khda.gov.ae)