

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Russian
International
School

Celebrating
10 years of
inspections

RUSSIAN INTERNATIONAL SCHOOL

RUSSIAN CURRICULUM

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School information

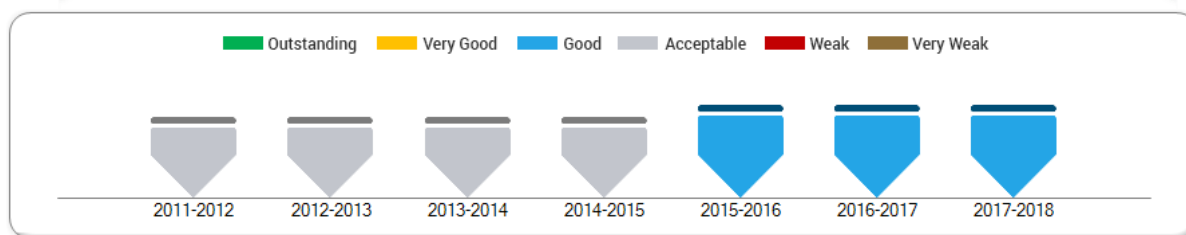
General information	
Location	Muhaisnah 4
Type of school	Private
Opening year of school	2006
Website	www.dubairuschool.com
Telephone	04 2641515
Address	Al Muhaisnah 4, Dubai, UAE
Principal	Marina Khalikova
Principal - Date appointed	8/3/2014
Language of instruction	Russian
Inspection dates	11 to 13 December 2017

Teachers / Support staff	
Number of teachers	26
Largest nationality group of teachers	Russian
Number of teaching assistants	3
Teacher-student ratio	1:10
Number of guidance counsellors	9
Teacher turnover	3%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 11
Number of students on roll	278
Number of children in pre-kindergarten	NA
Number of Emirati students	1
Number of students with SEND	10
Largest nationality group of students	Russian

Curriculum	
Educational permit / Licence	Russian
Main curriculum	Russian
External tests and examinations	IBT, CAT4
Accreditation	NA
National Agenda benchmark tests	IBT

School Journey for Russian International School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Russian International School was inspected by DSIB from 11 to 13 December 2017. 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.

Leadership and management

Leaders, well supported by the governors and parents, provide clear vision and direction for a collaborative approach to school improvement. Well-focused professional development ensures that teachers are confident in effectively applying a variety of teaching methodologies. Premises are of a good quality, with appropriate specialist facilities and a suitable range of excellent resources.

Students' achievement

With the exception of Arabic and Islamic education, attainment and progress across all phases is at least good in all key subjects. Students' attainment and progress in science have improved to very good in the middle phase. Students' attainment has improved to very good in the middle phase in Russian, because of improvement both in the curriculum provision and students' learning skills.

Students' personal and social development, and their innovation skills

Students are highly responsible with a very positive work ethic. Older students have been awarded various prizes for their social and entrepreneurial projects. A secure understanding of Islamic values and a knowledge of both their own and other cultures are evident across all phases. Students are involved in the 'Green School' activities, seeking ways to improve the environment.

Teaching and assessment

Students' learning skills are improving across the primary and middle phases. Even though teaching and assessment remains good across the school, it is now more consistently so. A particular strength in the teaching of Russian and science is the development of critical thinking.

Curriculum

Curriculum design and adaptation have improved in the upper three phases. Moral education and UAE social studies are successfully integrated across all phases. Most students are encouraged to engage in creative projects, develop leadership and their independent learning skills.

The protection, care, guidance and support of students

Students are safe and well looked after. The support for students with special educational needs (SEND) are a positive feature of the school. The buildings are maintained to a good standard. Across the school, there are many activities that effectively promote healthy life style choices.

What the school does best

- The bold, well-communicated vision of the school's senior leaders; fully committed to inclusion, supported by dedicated governors and actively engaged parents.
- The development and provision of a broad, balanced and engaging curriculum across the school which has helped to improve students' achievements and learning skills.
- Highly skilled teaching in Russian language and literature across primary, middle and secondary phases that promotes students' curiosity, critical thinking, research skills, and independence.
- Students' good to outstanding attainment and progress in the Russian language, science and mathematics and students' very good learning skills.
- Students' very positive attitudes, behaviour and sense of responsibility.








Key recommendations

- Improve students' achievements in Islamic education and Arabic as a second language by ensuring:
 - teaching strategies are effectively modified to meet their individual learning needs
 - curriculum design enables students to more systematically develop critical knowledge, understanding and skills.
- Ensure that the curriculum in the Kindergarten is challenging and stimulating, and that it:
 - reflects how children learn best and identifies the key knowledge, understanding and skills that children are expected to acquire
 - provides a secure basis for assessing children's progress and attainment.
- Refine whole-school assessment procedures by:
 - ensuring that criteria to measure students' progress are sufficiently and clearly defined
 - ensuring teachers carry out formative assessments and subsequently provide students with useful written feedback on the next steps they should take to improve
 - comparing students' results on internal and external assessments to find out the extent to which they are achieving their potential.

Overall School Performance

Good

1. Students' Achievement

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

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

	KG	Primary	Middle	Secondary
Personal development	Good	Very 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	Very 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	Acceptable ↓	Good	Very good ↑	Very good ↑
Curriculum adaptation	Acceptable ↓	Good	Very good ↑	Very 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	Very good ↑
Governance	Good ↑
Management, staffing, facilities and resources	Good

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

Not applicable

Moral Education

- The school implements moral education as a standalone programme across Grades 1 to 9. Leaders are putting in place a coherent programme that embraces all four pillars of moral education.
- Teachers plan motivating lessons around topics such as kindness and compassion. Students enjoy and engage well with these. Teachers facilitate purposeful discussions and use questioning effectively, to provoke thinking and reflection.
- Students demonstrate awareness of moral values through their consistently good behaviour and their positive relationships with others. They share their ideas and express their viewpoints confidently and capably in group discussions.
- The school is developing its assessment procedures to evaluate more accurately the impact of moral education on how students feel, think and act.

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

Social Studies

- UAE social studies is taught as a standalone subject across Grades 1 to 9. Skills, concepts and knowledge are planned-for and skillfully developed to ensure continuity and progression in students' learning.
- Teachers have secure subject knowledge and use resources effectively to enhance learning. They plan meaningful learning experiences for students and facilitate purposeful discussions that engage students' interest, whilst effectively promoting their skills in critical thinking.
- Students are well motivated and participate enthusiastically in discussions around topics such as minimising pollution. Grade 7 students carry out independent research and present their findings, clearly and confidently.
- Teachers assess students' progress in UAE social studies through written tests, observation of students' participation in lessons and projects. Further refinements are necessary to track progress more accurately.

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


Innovation in Education

- School leaders and some teachers act as instigators and supporters to facilitate students-led initiatives; the development of new ideas that are beneficial to the school and the wider community.
- A culture of innovation and a strong work ethic exists across all phases. Students participate in activities such as 'substitute the teacher', a partnership with DEWA on reducing bill costs and the Model United Nations.
- Students' leadership skills, particularly those in middle and senior classes, are developed well, through their involvement in a range of curricular initiatives in partnership with the Kindergarten.
- Opportunities are provided for gifted or talented students to create high quality publications and to engage in woodcraft and visual art activities.
- Professional development opportunities are available for teachers to help them to nurture students' skills of innovation, in the classroom and through extra-curricular activities.

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

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good	Good

- Achievement in Islamic education is stronger in the upper phases where students make better progress in their understanding of Islamic concepts and principles. In the primary phase, learning is often limited to acquiring knowledge at the expense of skills, such as analysing and making real-world connections.
- Across all phases, students' acquisition of knowledge is stronger than their skills development. In-depth knowledge and analysis of main events of prophets' biographies (PBUT) and their connections to the real life is less well developed. Students' ability to accurately interpret Hadeeth and Holy Quranic verses, is inconsistent and still developing.
- In the middle and secondary phases a deeper level of understanding is promoted through the use of inquiry-based learning tasks. Students' recitation skills improve as a result of intensive practice, and students' positive learning attitudes.

For development


- Modify teaching strategies to assist students in making appropriate connections between learning and to the real world.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students attain levels of knowledge and skills that are in line with curriculum standards. Students demonstrate better understanding in the lower primary both in lessons and recent work.
- Listening skills are well-developed and most students understand teachers' instructions and respond to them verbally and non-verbally. A majority of students can read and write short texts using the language they have already learned. Students' ability to use their knowledge of grammar, to substitute words or to write descriptive texts with a real-life context is not yet a strong feature.
- Students' range of vocabulary is increasing but speaking skills are still developing and students are less confident in taking part in conversations. Their writing skills are the least well-developed.

For development

- Provide more opportunities for students to practice newly acquired language skills in a wider range of meaningful and real-life situations.
- Align the curriculum to specific standards to improve the continuity and progression across phases.


		KG	Primary	Middle	Secondary
Language of instruction 	Attainment	Good	Very good	Very good	Outstanding
	Progress	Good	Very good	Very good	Outstanding

- Students attain well in developing skills in grammar, spelling and structuring sentences. However, speaking skills and correct pronunciation are noticeably weaker, particularly in the early years. Equally, these skills are a lot more strongly developed in the secondary phase.
- Most students attain above curriculum levels through challenge, inquiry, research and critical thinking. At its best, in the upper years, this is achieved through an analysis of Russian literature. In secondary phase, almost all students can confidently read challenging texts, and understand a wide range of spoken and written texts in different genres.

- Although not yet consistent, skills in writing are increasingly developed through creative approaches, including poetry journals and longer stories written by students. Elements of drama are successfully implemented within the framework of lessons in Russian literature and this has a positive impact on achievement.

For development


- Extend the best practices of application of spoken Russian to the KG phase.
- Ensure the acquisition of Russian language speaking and writing skills is consistently monitored and implemented to other subject lessons across all phases.

		KG	Primary	Middle	Secondary
English 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- In English, the attainment and progress of the majority of students are above curriculum standards. In the KG, a majority of children make good progress from their starting points in understanding spoken English. They acquire an age appropriate vocabulary and by KG2 they are gaining confidence in speaking with adults and peers.
- In the primary and middle phases, students write with increasing accuracy in a range of genres. Students display good levels of comprehension, and most respond appropriately to what they hear. The majority display self-confidence in speaking and use appropriate vocabulary.
- In the secondary phase, students improve their communication skills in English by developing their language comprehension across a variety of literary genres. Students in the upper phases demonstrate good reading skills. They benefit from the increasing opportunities to develop their creative writing.

For development


- Deepen differentiated teaching approaches to better match students' differing learning profiles and starting points to further accelerate progress.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Good	Very good	Good	Good
	Progress	Good	Very good	Good ↓	Very good

- A majority of students across the phases have well developed, sophisticated numerical and algebraic skills that they use and apply in novel contexts. Most students in the primary phase have strong spatial reasoning skills and understanding of shape and space.
- Teachers plan to develop investigative and critical thinking skills. This helps to improve rates of progress. This is least well-developed in the middle phase.
- In the best lessons, the connection between mathematics and other areas of learning is made clear and this helps students to make progress in developing skills of applying their learning. The impact of data analyses on modifying teaching strategies to meet the needs of all groups of students and so accelerate progress is limited.

For development

- Maintain consistency in the quality of programme delivery across all years.
- Continue to challenge students with tasks aimed at developing their understanding of the place of mathematics in the world, in particular, in KG and the middle phase.

		KG	Primary	Middle	Secondary
Science 	Attainment	Good	Good	Very good ↑	Good
	Progress	Good	Good	Very good ↑	Good

- Student achievement is better in the middle phase than in the other phases. However, recent changes in approaches to teaching in primary, including increased access to practical science, are beginning to result in improving skills development in this phase.
- Opportunities to develop critical thinking and investigative skills are developing across all phases and are most secure in the secondary phase. Teachers do not provide sufficient opportunities for students to make and test their own predictions through an enquiry-led approach.
- Improved use of data to inform planning and improved teaching are beginning to have a positive impact on student progress across all phases. However, this is not yet consistently embedded across all science teaching.

For development

- Use data consistently and effectively to inform planning and target setting and provide more opportunities for students to make and test their own predictions.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Very good ↑	Very good ↑	Very good

- Most students are actively engaged in their learning. They display strong, age-appropriate communication and collaboration skills. However, these skills are less evident in Arabic and Islamic education across all phases.
- Students can make clear and meaningful connections between areas of learning and apply what they know in different contexts. They communicate their learning in many ways, including many projects, designs and publications.
- Effective teaching methodologies enable students in primary, middle and secondary phases, to develop their skills in critical thinking, independent research and problem solving. Students' ability to apply their knowledge to problems reflecting real life situation needs greater consistency across subjects.

For development

- Extend the best practices in teaching at the school, to the KG phase, to enhance the learning skills of these children.
- Extend the use of technology across the phases to support and extend students' learning skills.

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

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

- Children in the KG enjoy learning, although they are not always sufficiently self-reliant. In other phases, very good personal development is a feature of almost all lessons. Students show a strong sense of personal responsibility and a high degree of self-discipline.
- Relationships between students and their teachers are very positive. Students are both supportive of, and sensitive to others' needs. Students have a thorough understanding of what constitutes a healthy lifestyle. They take regular exercise, make healthy food choices and are mindful of e-safety.
- Students' positive attitudes to school are reflected in their very good attendance and punctuality. These make a significant contribution to the progress they make.

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

- Students' understanding of Islamic values is evident in students' attitudes across the school. They demonstrate high levels of tolerance and enjoy positive relationships. Students in the upper grades are highly respectful of Emirati heritage and culture.
- Students are knowledgeable of UAE's history and development. In the upper grades, students fully appreciate their own culture alongside those of others. They develop an understanding of world citizenship and recognise the UAE as a multicultural destination and as a fast-growing hub for the world.
- The school successfully familiarises students with features of Emirati culture through the curriculum, and students enjoy taking part in a range of activities like the national celebrations, and local visits.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good

- Students are aware of their responsibilities as members of this school community. Some older students volunteer for community and charitable activities, displaying significant levels of social awareness. Many engaging initiatives are beneficial to the school and the community.
- Students show a very positive work ethic. Their views are respected and their voice is heard, particularly through the Student Council. Older students oversee their own social and entrepreneurial projects. Several prizes have been awarded to upper phases students due to their performance in external events.
- Students demonstrate an awareness of the importance of protecting their own and the wider environment. They understand recycling processes and conservation schemes. They are involved in the 'Green School' activities, establishing synergies between areas of knowledge and seeking ways to improve the environment.

For development

- Provide more opportunities, especially in KG for children to develop greater self-reliance.
- Disseminate the very good practices carried by students in the upper phases to engage students from KG and primary.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good

- Teaching is better in the secondary phase than in the other phases. Recent whole school initiatives to improve the quality of teaching in the primary and middle phases are starting to have a positive impact on learning outcomes in several subject areas.
- Lesson planning has developed since the last inspection and teachers now need to make the best possible use of available assessment data to consistently plan and deliver high quality lessons which match the learning needs of students of all abilities.
- Highly effective teaching in Russian language and literature allows students to develop a wide range of higher order learning skills, although opportunities to make the best possible use of these skills are not consistently developed across subjects and phases.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Internal assessment processes are mainly consistent across the phases and subjects and are sufficiently aligned to the existing curriculum standards. They provide a valid measure of students' academic progress.
- The school participates in a range of external national and international benchmarking. Analyses of the assessment data are carried out, but the use of these results to bring about modifications to curriculum, teaching and learning is in early development.
- Use of formative assessment in lessons varies across subjects and phases. The quality of written feedback provided to students and parents needs to be refined. Tracking systems to monitor students' progress remain underdeveloped.

For development

- Improve the use of external data to enable the school to set challenging but attainable targets for staff and students and help teachers to develop lesson plans and teaching strategies to best meet the learning needs of all learners.
- Make better use of the comparisons drawn between students' performance in assessments with those who follow the same curriculum, internationally.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable ↓	Good	Very good ↑	Very good ↑

- Students of all ages and abilities enjoy an extended range of learning opportunities due to a well-planned and enriched curriculum. Smooth transition between key stages is ensured, due to a carefully planned curriculum.
- To meet the needs of students, several new subjects have been introduced at all phases. These include handicrafts, alongside the introduction of experimental physics and chemistry in middle phase and astronomy, economics and law in the secondary phase.
- Students are provided with a variety of opportunities to develop their critical thinking skills and applications to the real world. However, in KG, there are limited opportunities for children to develop a broad range of skills through active learning experiences such as role play.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable ↓	Good	Very good ↑	Very good ↑

- Leaders successfully adapt the curriculum across the school and do so most effectively in the middle and senior phases. There is scope for further development in the Kindergarten, particularly in terms of personal choice and the promotion of skills of creativity and problem solving.
- In the middle and high phases, and to a lesser degree in the primary, new and innovative programmes are being followed. Sufficient activities are provided for students identified as gifted or talented throughout the school.
- Students experience a wide range of learning experiences across the curriculum. They develop a very good understanding of the UAE's values and cultural heritage. This is seen in the informed debates witnessed in the social and moral education classes, particularly in the middle and senior school.

For development

- Broaden curriculum adaptation in the Kindergarten to facilitate personal choices and skills development in creativity and problem solving, through activity based learning.
- Further develop cross-curricular links between the Russian language, mathematics and other subjects to enhance the development of critical thinking skills across the school.

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 has effective procedures for ensuring the safety of students. All staff, students and parents are aware of the policies in place. The school is effective in protecting students from abuse, including bullying and cyberbullying.
- The school provides a safe, hygienic and secure environment for students and staff. Safety checks, sometimes with the involvement of high school students, are regular and comprehensive. Supervision of students is very effective, including on school transport.
- Buildings and equipment are well looked after. The school maintains accurate and secure records, including those of medical occurrences. The premises and facilities provide a safe and inclusive physical environment for all. The school's promotion of healthy life choices is systematically built into most aspects of school life.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff and student relationships across all phases are respectful. Students, staff and parents collaborate in carrying out supervision of students during break-times in the school. SEND students are well supported by appropriately skilled adults.
- The school is successful in ensuring good attendance and punctuality through robust policy and procedures. Effective systems are in place from the early years to identify students with SEND and those presenting as gifted or talented.
- Most students with SEND make good personal and academic progress. A broad range of initiatives are in place to provide advice to older students, in relation to further education in UAE and overseas colleges and universities.

For development

- Further refine assessment procedures in the Kindergarten to ensure that children with SEND are identified earlier.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The governor for inclusive education, the inclusion champion and school leaders promote an inclusive ethos that is reflected in the everyday life of the school. The school's admission policy is inclusive and the principal is responsible and accountable for the outcomes of students with SEND.
- The school makes use of a range of assessment strategies including parent surveys to identify the specific needs of students. The school responds to this information through appropriate plans and policies. As a result, provision for SEND is good. Diagnostic procedures in the early years, and in classes throughout the school require further development. This will ensure that accurate identification occurs within appropriate timeframes.
- The school keeps parents informed of their children's progress through formal and informal reporting methods. Parents are generally well informed about their children's educational programme. All parents of students with SEND have access to helpful and appropriate guidance from the school psychologist. Class teachers work very closely with parents.
- Curriculum planning is appropriately modified. This ensures that most students with SEND are engaged through relevant and meaningful learning opportunities at a level that is in line with their personal profile of need. Most students take responsibility for their learning and collaborate well. Their ability to reflect and think critically is developing across most areas of the curriculum.
- Appropriate tracking is in place monitoring students' progress. This provides information about the progress of students with SEND. For the majority of students with SEND, school information shows that, while possibly being below the level of their peers, they are moving closer to age- related expectations in academic progress and social development.

For development

- Provide continuing professional development for class teachers in relation to the KHDA categories of disability.
- Support teachers in developing clearly defined targets to support students in class.

6. Leadership and management

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

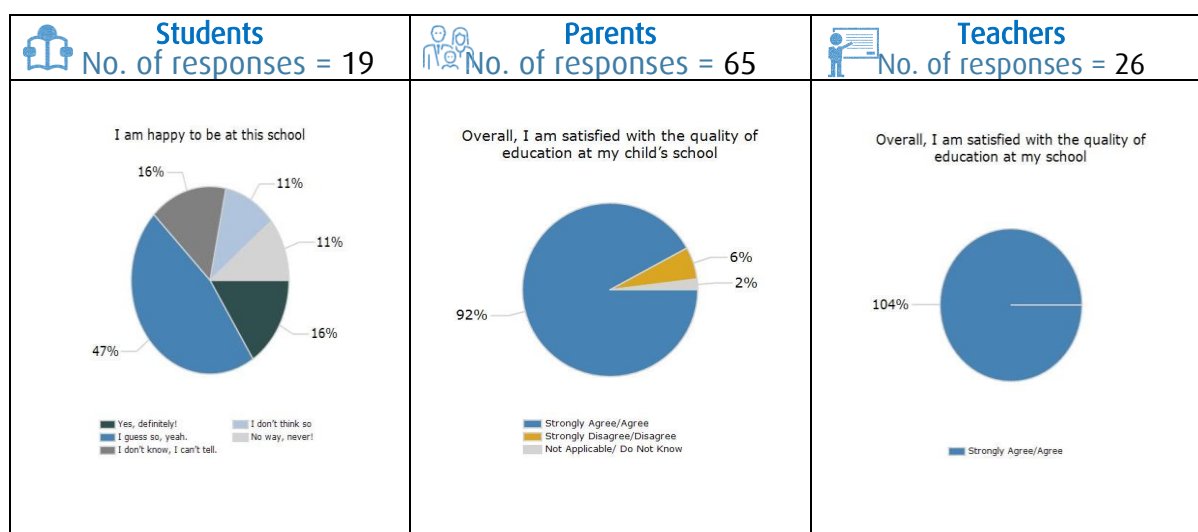
- The principal, supported by leaders at all levels, provides a clear vision. The school's commitment to inclusion, and focus on reading and moral education enable all students, regardless of starting points, to reach high standards of academic achievement and personal development.
- School leaders are aware of the strengths and areas for development. There is a significant focus on effective learning, with stronger practice being shared across the school, providing good capacity for improvement. Almost all recommendations from the previous inspection have been or are being effectively addressed.
- Excellent parental engagement lies at the heart of the school community. Frequent meetings of parents' club and planned activities enable most parents to participate directly in their children's learning. A wide range of communications and the school's 'open door' approach ensures parents are kept well informed. Parents' suggestions and concerns are taken seriously and swiftly responded to. Meetings between teachers and parents to discuss students' progress are effective.
- Governors clearly articulate the school's strengths and areas for development, and are directly involved in well-supported, improvement activity. The strategic, advisory role of governors is strong and includes holding the professional leadership of the school to account for its performance. They support quality staff recruitment and professional development.
- The management of the school runs very smoothly. Recruitment of quality staff and programme of training ensure their development. Premises are of a good quality, with appropriate specialist facilities. An appropriate range of quality resources complement the provision and support school leaders' aspirations for improvement.




For development

- Accurately evaluate the performance of the school, especially the quality of teaching and students' attainment and progress.
- Develop improvement plans that focus on greater consistency of teaching, and assessment across the school but especially in the Kindergarten.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Most students who responded to the survey, report that they enjoy the school. Almost all of them mention they feel safe and well cared for while at school.
 Parents	Almost all parents who responded to the survey, report that they are satisfied with the quality of education their children receive. They also appreciate knowing that their children feel comfortable and safe, the school atmosphere is friendly and a lot of attention is given to develop good understanding of cyber and media safety. Some parents think the choice of extracurricular activities could be wider.
 Teachers	All teachers who responded to the survey, report the school is led well by the senior leadership team. They feel the school helps students develop knowledge of Russian culture and history, which helps students to gain tolerance and respect towards other cultures.

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