



المعرفة
Knowledge



REGENT INTERNATIONAL PRIVATE SCHOOL L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



OUTSTANDING

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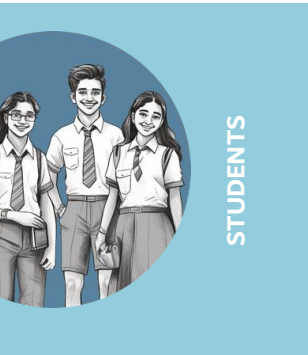


SCHOOL INFORMATION



GENERAL INFORMATION

| | | |
|--|----------------------------|------------------------|
| | Location | Al Barsha |
| | Opening year of school | 1993 |
| | Website | www.risdubai.com |
| | Telephone | +97143608830 |
| | Principal | Jan Stipek |
| | Principal - date appointed | 9/1/2023 |
| | Language of instruction | English |
| | Inspection dates | 30 to 03 November 2023 |



STUDENTS

| | | |
|--|---------------------------------------|----------------|
| | Gender of students | Boys and girls |
| | Age range | 3 to 17 |
| | Grades or year groups | FS1 to Year 12 |
| | Number of students on roll | 1533 |
| | Number of Emirati students | 5 |
| | Number of students of determination | 36 |
| | Largest nationality group of students | Other European |



TEACHERS

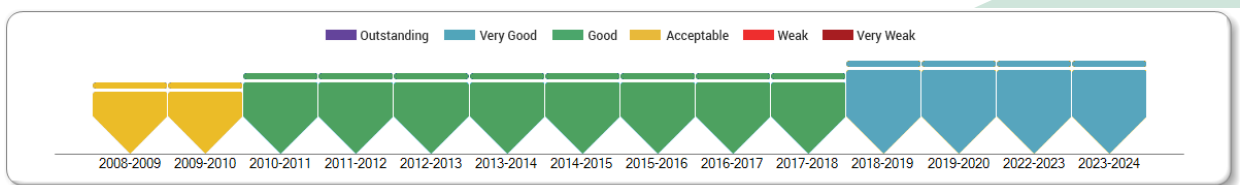
| | | |
|--|---------------------------------------|---------|
| | Number of teachers | 110 |
| | Largest nationality group of teachers | British |
| | Number of teaching assistants | 65 |
| | Number of guidance counsellors | 1 |



CURRICULUM

| | | |
|--|----------------------------------|-------------|
| | curriculum | UK |
| | External Curriculum Examinations | GCSE, IGCSE |
| | Accreditation | BSO |

School Journey for REGENT INTERNATIONAL PRIVATE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment and progress are outstanding in the Foundation Stage (FS). Attainment and progress are acceptable in Islamic Education and Arabic. In Primary and Secondary, attainment and progress are very good in English, mathematics and science, with outstanding attainment in science in Primary. Learning skills are outstanding in FS and Primary. Collaboration and communication skills are strong.
- Students demonstrate exceptional behaviour and attitudes. They are kind and respectful. They have a secure appreciation of Islamic values and Emirati culture as well as a strong appreciation of their own and other cultures. Students are responsible members of the school community. They have very high levels of understanding of sustainability. Opportunities to take on leadership roles are limited for younger students in Primary.

Provision For learners

- Teachers have secure subject knowledge but less understanding of how students learn. They plan purposeful, interesting and engaging lessons using time and resources effectively. Relationships are strong. Questioning is variable. Challenge is not always seen. Established assessment processes give a comprehensive overview of students' achievement. The use of digital platforms is inconsistent.
- The curriculum is broad, balanced and age appropriate. It is carefully aligned to the National Curriculum for England (NCfE) and the Early Years Foundation Stage (EYFS) curriculum. The values, culture and history of the UAE are well supported. Extra-curricular activities are highly effective in promoting students' personal, social, creative, cultural and physical development. The process of reviewing the curriculum provision is inconsistent across the school.
- Procedures and policies to support safeguarding and security are rigorous. The site is safe, secure and hygienic. The supervision of school transport is exceptionally well organised. Healthy lifestyles, as well as physical and mental wellbeing, are extremely well promoted. Staff know their students well. Relationships are respectful. Students of determination are accurately identified and sensitively monitored. Support for the most able students is variable across the school.

Leadership and management

- Senior leaders are committed, determined and dedicated. Morale across the school is high and staff feel valued. Self-evaluation procedures are fully embedded, but the quality and validity of resulting documentation is variable. Parents are highly supportive of the school and of its leaders. The governing board ensures that sufficient teachers are employed to support the curriculum. Staff are deployed effectively. Resources are of a high quality.

Highlights of the school:

- Outstanding attainment and progress of children in FS supported by exceptional teaching, engaging learning and rigorous assessment.
- The success of the school in achieving the goals of the National Agenda.
- Students' outstanding attitudes, behaviour and relationships, as well as their positive work ethic and environmental understanding.
- The care and support provided for students' welfare and wellbeing, and the support provided by the inclusion department for students of determination.
- Effective leadership, partnerships with parents and strong links with the community, and the staffing, facilities and resources.

Key recommendations:







- Raise attainment and progress in Islamic Education and Arabic.
- Improve the consistency of teaching and learning.
- Improve self-evaluation and improvement planning.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|-------------|--------------|----------------|
|  Islamic Education | Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |
|  Arabic as a First Language | Attainment | Not applicable | Acceptable | Acceptable ↑ | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |
|  Arabic as an Additional Language | Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |
|  English | Attainment | Outstanding | Very good ↓ | Very good | Not applicable |
| | Progress | Outstanding | Very good ↓ | Very good | Not applicable |
|  Mathematics | Attainment | Outstanding | Very good | Very good | Very good |
| | Progress | Outstanding | Very good | Very good | Very good |
|  Science | Attainment | Outstanding | Outstanding | Very good | Good |
| | Progress | Outstanding | Very good ↓ | Very good | Good |

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|-------------|-----------|---------|
| Learning skills | Outstanding | Outstanding | Very good | Good |

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection/ safeguarding | Outstanding | Outstanding | Outstanding | Outstanding |
| Care and support | Outstanding | Outstanding | Outstanding | Outstanding |

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



| | |
|-------------------------------------|------------------|
| A. Registration Requirements | Met Fully |
|-------------------------------------|------------------|

There are too few Emirati students to evaluate their achievement.

| | Whole school | Emirati cohort |
|---|--------------------|--------------------|
| B. International and Benchmark Achievement | Outstanding | Outstanding |

In the most recent Progress in International Reading and Literacy Study (PIRLS), the school exceeded its target of 584 by a considerable margin. In the National Agenda Parameter benchmark tests, the school sustained the outstanding judgements in mathematics and science and recorded a very good judgement in English.

| | |
|---|--------------------|
| C. Leadership: International and Emirati Achievement | Outstanding |
|---|--------------------|

Almost all leaders understand the skills demanded by the benchmark and other international tests. They adapt the curriculum to focus on areas where there are identified gaps in learning. Across the curriculum there has been a focus on subject specific vocabulary with positive evaluations of the impact of this strategy.

| | Whole school | Emirati cohort |
|---|------------------|------------------|
| D. Teaching and Learning: Improving reading literacy | Very good | Very good |

The PIRLS results indicate that reading literacy is outstanding. However, this is not the case across the whole school, particularly in the primary phase where reading comprehension skills are still developing. Data from reading assessments are used to identify those students in need of support, with appropriate strategies to support the development of reading literacy.

Overall school standards in the National Agenda Parameter are: Outstanding.

For Development:

- Ensure that the maximum use is made of the reading assessment data for target setting and for identifying any groups of students in need of additional support.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Students' Wellbeing Agency and Experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a very good level.

- Leaders have placed the positive education programme at the heart of the school. They are committed to the wellbeing of all stakeholders. Skilled leaders have designed a curriculum that explicitly teaches children and students the importance of wellbeing. Information about how students feel is regularly collected and analysed. However, some staff feel that too much information is collected for meaningful analysis.
- Leaders ensure that students have someone to speak to if they have any concerns. Qualified staff provide counselling for students who need extra support. Parents appreciate the wellbeing support on offer. New staff are effectively inducted, receiving training on the positive education programme. Staff enjoy working at the school. Surveys are used to gauge wellbeing in the school community.
- Students enjoy taking on wellbeing leadership roles across the school. Leaders ensure that students' views are heard through their wellbeing champion roles. However, students do not take the lead on wellbeing projects in the community. The curriculum teaches students how to use digital technology safely. Teachers create a positive climate for wellbeing in their classrooms. As a result, students have a strong sense of belonging in the school. They feel safe and happy.

For Development:

- Provide students with more opportunities to lead wellbeing initiatives and projects in the community.
- Ensure that the collection of wellbeing information is manageable and sufficient to inform planning.

UAE social studies and Moral Education

- The school teaches social studies and moral education based on the UAE Moral, Social and Cultural Studies Framework (MSCS), from Year 1 to Year 10. UAE social studies is a separate subject in the primary phase. Moral education is taught as an integrated subject across the other years. The subject is taught for 40 minutes per week.
- Lessons engage students through discussion of personal experiences as well as local community and global issues. The links to personal experiences promote better appreciation. Teachers provide a variety of activities that deepen students' understanding of themselves and of the world around them. They reach a better understanding of the basis for social and moral values. Teachers encourage students to use technology for research and to analyse social and moral issues. Assessments are both on-going and summative.

Arabic in Early Years

- The school offers Arabic for all in FS and Year 1. There is one session of 60 minutes per week in FS1 and FS2, and a total of 120 minutes in two sessions per week in Year 1. The school follows the Ministry of Education (MoE) curriculum in developing all language skills, which ensures a smooth transition between phases. There is one teacher for all FS and Year 1 classes. The teacher provides children with engaging activities to enhance their learning. They are taught the alphabet and practice letter shapes. Assessments are based on the teacher's evaluations of the children's attainment and progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

| | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|------------|------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| Progress | Not applicable | Acceptable | Acceptable | Not applicable |

- Internal assessment data reflect attainment levels that are in line with curriculum standards in both Primary and Secondary. This is aligned with classroom observations and work scrutiny. Students' progress in Primary and Secondary is at the expected level.
- In Primary, students demonstrate secure understanding of the pillars of Islam and the pillars of Faith. They are aware of Islamic values, rules of worship and some aspects of Seerah. Students' recitation skills using Tajweed rules are below curriculum standards.
- Students in Secondary develop sound understanding of Islamic law and faith. They occasionally link their knowledge to everyday situations. Students' ability to research and discuss world issues in relation to the Holy Qur'an and Sunnah is underdeveloped.

For Development:

- Improve students' skills in Holy Qur'an recitation in line with an age-appropriate application of Tajweed rules.
- Provide opportunities for students to discuss and analyse everyday situations with reference to the Holy Qur'an and Sunnah.

ARABIC AS A FIRST LANGUAGE

| | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|------------|--------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable ↑ | Not applicable |
| Progress | Not applicable | Acceptable | Acceptable | Not applicable |

- The attainment of girls is relatively better than boys, especially in the secondary phase. Students' achievement in the lower year groups in Primary is slightly stronger than in the upper year groups. The progress of more able students is slower than other groups of students.
- In both phases, students have strong listening skills. However, many lessons are dominated by contributions from teachers, which limits opportunities for students to practise and develop their own speaking skills. Creative writing skills lag behind the development of reading skills.
- Teachers use technology in lessons to engage students and to provide them with tasks and activities. However, they are not always sufficiently well focused on students' linguistic abilities and their learning gaps.

For Development:

- Improve students' speaking and writing skills by providing them with more opportunities to practise these skills in lessons
- Adapt teaching strategies and the use of technology to meet students' learning needs better.

ARABIC AS AN ADDITIONAL LANGUAGE

| | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|------------|------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| Progress | Not applicable | Acceptable | Acceptable | Not applicable |

- Students' progress in developing listening and responding skills in Primary is marginally better than in Secondary. Girls' achievements are slightly better than boys in the lower year groups in Primary. The progress of different groups of students is inconsistent.
- Students' reading of pre-learnt phrases is secure. They have adequate listening skills. However, their reading comprehension and independent writing skills are less well developed, particularly for those who have a greater number of years of learning Arabic.
- Teachers are keen to engage students by using technology and by offering them different levels of tasks. However, these tasks are not always matched to students' abilities or the length of time studying Arabic.

For Development:

- Improve students' speaking and reading skills by providing more opportunities to practise and develop their communicative language skills.
- Ensure that the learning activities and the level of challenge are matched to students' abilities and years of learning Arabic.

ENGLISH

| | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|-------------|-----------|----------------|
| Attainment | Outstanding | Very good | Very good | Not applicable |
| Progress | Outstanding | Very good ↓ | Very good | Not applicable |

- Attainment and progress are above expectations in all phases and are very strong in FS. External and internal assessment results closely align. There is insufficient challenge in the work provided for the more able.
- Listening and speaking are the strongest skills. Students are effective communicators. Opportunities for writing are variable across lessons. Reading and writing are underdeveloped in the primary and secondary phases.
- The reading literacy programme is systematic and thorough. It is not yet having an impact on reading skills. There are extensive opportunities for children to develop their speaking skills.

For Development:

- Ensure that an appropriate level of challenge is provided for the more able students in every lesson.
- Ensure that there is adequate support for students' reading.

MATHEMATICS

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

- A large majority of students attain above curriculum standards and make better than expected progress across all phases. The attainment and progress of children in FS is better, as they are provided with more active learning opportunities.
- A strength of the subject is the development of number throughout the phases. In FS, children develop a secure understanding of place value. This conceptual understanding is extended across all years by students' ability to apply it to problems in everyday contexts.
- Over the last year, there has been a focus on increasing students' understanding of specific mathematical vocabulary. This is having a positive impact, particularly on students' ability to deal with word problems.

For Development:

- Provide more opportunities for students to engage in practical learning activities.

SCIENCE

| | Foundation Stage | Primary | Secondary | Post-16 |
|-------------------|------------------|-------------|-----------|---------|
| Attainment | Outstanding | Outstanding | Very good | Good |
| Progress | Outstanding | Very good ↓ | Very good | Good |

- Students’ external benchmark test results in Primary and Secondary remain consistently high in all year groups. This is not the case for the GCSE results Children’s skills of prediction and their use of scientific vocabulary develop rapidly in FS. Students make sustained progress in the development of their understanding of scientific enquiry.
- Children in FS study different insects. In the primary phase, students know about habitats, sound and the solar system. In the secondary phase, students develop their understanding of increasingly complex scientific ideas.
- The use of the scientific method is a regular feature of students’ learning in all four phases. Students are effective problem solvers because activities to promote these skills are regular features of lessons.

For Development:

- Ensure that in all lessons students are provided with challenging learning activities which accelerate their progress in the development of their subject knowledge and skills.

LEARNING SKILLS

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------|------------------|-------------|-----------|---------|
| Learning skills | Outstanding | Outstanding | Very good | Good |

- Children in FS and the primary phase are active, enthusiastic and engaged learners. In Secondary and Post-16, students are motivated. They take responsibility for their own learning in lessons where this is encouraged.
- In the majority of lessons, students apply their learning to the wider world and make connections to other learning. Their interactions and collaboration are purposeful and productive. In lessons where teacher instruction is predominant, students are passive, and learning is slowed.
- In the best lessons, enquiry, research, critical thinking and problem-solving are routine. Students use learning technologies effectively but not frequently. More able students are not sufficiently challenged in most lessons.

For Development:

- Provide opportunities for critical thinking, problem-solving and independent learning in all lessons.
- Provide appropriate levels of challenge for the more able students.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Across the school, students are extremely courteous and show exceptionally good manners. They exhibit a very positive outlook and attitude in the classroom. They are self-disciplined, proactive and strive to reach their full potential.
- Excellent relationships between students and their teachers contribute much to the school's friendly atmosphere. In lessons, students are kind, respectful and helpful when interacting with one another and when working in small groups.
- Students readily accept, and respond positively to, the guidance of their teachers. They follow advice on healthy eating and on physical activity. Attendance is good. Students arrive at the start of lessons punctually.

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

- Students have a secure understanding and appreciation of Islamic values and how these are reflected in many aspects of life in the UAE. They can give examples of values such as tolerance, kindness and mercy. They can explain how people in the UAE are respected, regardless of race or religion.
- Students exhibit a high level of knowledge and understanding of the Emirati culture and heritage. They are introduced to the history, costumes, food and national animals of the UAE. Children in FS know that there are seven Emirates, and they can name most of them.
- Students value their own cultures. They are keen to share their cultural values and heritages with other students. They demonstrate a good understanding of other world cultures, in particular those that they celebrate during international day.

| | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding | Outstanding | Outstanding |

- Children in FS are highly responsible and relish taking on leadership duties. Older students play significant roles as student leaders, house captains and members of the Eco committee. However, there are fewer positions of responsibility for students in lower Primary.
- Students' excellent work ethic is evident from FS onwards. Children are highly creative and innovative. Older students acquire key skills of innovation and entrepreneurship through Science, Technology, Engineering, Arts and Mathematics (STEAM) projects.

- Students have a very mature understanding of environmental and sustainability issues, with even the youngest children involved in the school’s hydroponic plant production. Older students have an excellent understanding of the need to save water and of recycling.

For Development:

- Provide students with more opportunities to deepen their understanding of Islamic values and how they influence UAE society.
- Provide younger primary students with more opportunities to take on responsibilities.

03 TEACHING AND ASSESSMENT

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

- Teaching in FS facilitates high-quality learning. The majority of teaching in the primary and secondary phases supports students' progress. The quality of teaching across the phases is variable.
- The majority of teachers plan purposeful, interesting and engaging lessons. They use time and resources effectively. Interactions between teachers and students are strong in all phases. Questioning that encourages critical thinking is limited to a minority of lessons in Primary and Secondary.
- Meeting the needs of all groups of students is often lacking in Islamic Education and Arabic. Differentiation is skilfully applied in the best lessons but is not consistent throughout the school. Challenge for the more able is insufficient in most lessons.

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

- Across all phases, the school has established assessment processes that give a comprehensive overview of each individual student in relation to academic performance and the progress being made. In Post-16, these processes are not sufficiently embedded to assess their full impact.
- The use of digital platforms as a means of feedback to students, and the monitoring of progress during lessons, enable teachers to personalise learning to meet the needs of all students.
- Since the previous inspection, the sharp focus on analysing data to highlight students' strengths and weaknesses has allowed teachers to develop strategies to address any gaps. This is having a positive impact on students' outcomes.

For Development:

- Improve the consistency of teaching and ensure that more able students are sufficiently challenged.
- Ensure that all teachers make full use of assessment data to match learning activities to the needs of students.

04 CURRICULUM

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

- The curriculum is aligned directly with the NCFE and the EYFS curricula. The implementation of these programmes supports the development of students' knowledge, skills and understanding very well in FS and Primary, and well in Secondary and Post-16.
- The curriculum provides a range of options for older students and responds to their interests and aspirations. The structure of the Post-16 curriculum is based on the range of subjects studied in the secondary phase. Students have yet to complete these courses.
- The STEAM programme in Primary provides meaningful and carefully planned cross-curricular links. The Values in Action (VIA) programme provides an overt expression of the school's ethos and mission. The process of reviewing the curriculum provision is inconsistent across the school.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------------------------|------------------|-------------|-----------|-----------|
| Curriculum adaptation | Outstanding | Outstanding | Very good | Very good |

- The curriculum is effectively adapted to meet the personal and academic needs of all groups of students. This is particularly so in FS and Primary. The curriculum for Arabic as an additional language is not fully adapted to students' years of experience of the language.
- The rich curriculum in FS and Primary motivates and engages all children and students. The provision of activities to promote creativity, enterprise and innovative skills is inconsistent, especially in Secondary and Post-16. The extensive range of extra-curricular activities caters well for students' wider skills and interests.
- Coherent learning experiences, embedded across the curriculum, develop students' understanding of the values, culture and history of the UAE. This is supported through most subjects, especially moral education and social studies.

For Development:

- Improve the effectiveness with which the curriculum meets the learning needs of students of Arabic as an additional language.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding | Outstanding | Outstanding | Outstanding |

- Safeguarding, child protection and security are the highest priorities in the school. All school staff undergo regular and thorough training. There are effective means for any worries to be brought to the attention of staff. Students can raise concerns through scanning a QR code.
- With the addition of a lift, the hygienic and very well-maintained building is now fully accessible. There are extremely thorough safety checks and a rapid response to any matters raised. Arrangements for safe transport to and from school are very well supervised and managed.
- Students benefit from excellent levels of medical care. Throughout the school there is a very strong focus on promoting healthy mental and physical lifestyles, with excellent advice on food choices and participation in sports and exercise.

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

- Staff have in-depth knowledge of their students. As a result, they know how to get the best out of students by providing appropriate support where needed. Students are respectful towards staff and one another.
- The inclusion team accurately identifies the needs of students of determination. They provide additional support for students in lessons and in one-to-one sessions linked to their individual education plans (IEPs). Students' progress is carefully tracked and monitored.
- Teachers continually assess the progress of students, but more able students do not always receive an appropriate level of support. A coordinator has recently been appointed to ensure that there is a consistent approach for more able students across the school.

For Development:

- Ensure that more able students are provided with an appropriate level of support in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Leaders have created an ethos in which all students are valued. Dedicated intervention rooms ensure that students of determination have access to high quality resources and one-to-one support. There are effective assessment systems in place to identify students' needs.
- Rigorous referral systems ensure that teachers liaise efficiently with the inclusion department. Leaders provide swift and accurate support when a student with additional needs is identified. Staff understand where students have barriers to learning. They carefully adapt the curriculum to meet students' needs.
- The school communicates effectively with parents, ensuring that they are kept up to date with their children's progress. Parents receive ongoing support strategies to help their children at home. They are fully involved in the process of writing IEPs and reviewing targets.
- Most teachers ensure that classrooms are supportive of everyone's needs. Lessons are planned to meet the needs of all students. Additional intervention sessions are provided where required. There is a small inconsistency in provision because not all support staff are fully skilled.
- Teachers use assessment data from tests and IEPs to decide how to support students' next steps. Students of determination follow a broad curriculum. They develop skills and knowledge in a range of subjects. Students make strong progress towards their targets.

For Development:

- Ensure that all staff who work with students of determination receive specific special educational needs training, so they can provide consistently high-quality support.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders are committed, determined and dedicated. The recently appointed principal is developing the expertise of his senior and middle leaders. Leaders are fully committed to the national and Emirate priorities. Middle leaders demonstrate varying levels of competence in undertaking their responsibilities. Teachers value opportunities to refresh and extend their knowledge through national professional qualifications and the Fortes leadership programme. Leaders ensure that the school meets all statutory and regulatory requirements.
- Self-evaluation procedures are fully embedded across the school. The process generates comprehensive and reliable information for improvement planning. Regular checks on the quality of teaching and learning provide additional data. As a result, senior leaders know the school well. However, the information is not analysed systematically enough to identify areas for further investigation. The quality of some department and aspect improvement plans is variable. Effective appraisal systems link the professional needs of staff with the aims of the school.
- Parents are highly supportive of the school and of its leaders. They are made very welcome in the school. Communications with parents are frequent and appreciated. Parents of students of determination feel very well supported and actively included. Students' academic progress and personal and social development are conveyed through detailed reports. The strong links with Sunmarke School offer opportunities to collaborate and share best practice. The school has strong business links with the local community.
- The governing board includes wide representation of all stakeholders. Governors regularly visit and have a clear view of the school and its operation. The board effectively holds leaders to account, but evidence of this is not easily seen through records of meetings. Governors have a strong commitment to the school. They have ensured high levels of investment to improve staffing and to develop the building and the facilities. Governors have ensured that issues in staffing in Islamic Education and Arabic have been addressed.
- The day-to-day management of the school is efficiently organised. Staff are suitably qualified and deployed effectively. They undergo regular professional training focused on individual and whole-school needs. Not all support staff are deployed effectively. The premises and facilities are of an exceptionally high quality with a range of specialist facilities. Resources are suitably aligned to curriculum requirements. The FS is exceptionally well resourced to develop independent learning and to support children's imagination.

For Development:

- Fully analyse all available data to evaluate the impact of improvement strategies and to identify areas for further development.
- Ensure that subject and aspect improvement plans are sharply focused on key improvement priorities.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae