REPTON AL BARSHA FZ-LLC

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
VERY GOOD	VERY GOOD	OUTSTANDING

INSPECTION REPORT 2023-2024

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	22

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha
Opening year of school	2013
Website	www.reptonalbarsha.org
Telephone	97148188600
Principal	Chandini Misra
Principal - date appointed	8/1/2023
Language of instruction	English
Inspection dates	05 to 09 February 2024

STUDENTS

Gender of students	Boys and girls
Age range	3 to 16
Grades or year groups	FS1 to Year 11
Number of students on roll	1303
Number of Emirati students	33
Number of students of determination	140
Largest nationality group of students	UK

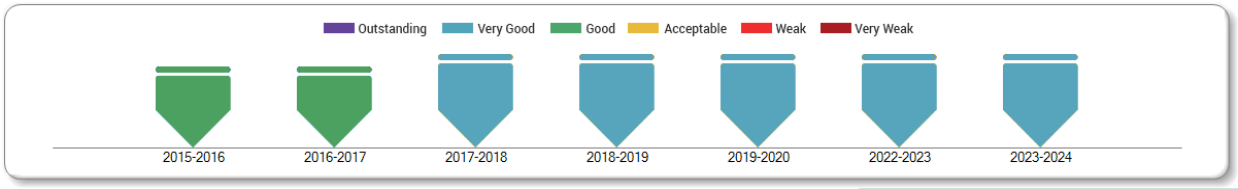
TEACHERS

Number of teachers	96
Largest nationality group of teachers	UK
Number of teaching assistants	21
Number of guidance counsellors	1

CURRICULUM

Curriculum	UK
External Curriculum Examinations	GCSE, IGCSE
Accreditation	BSO

School Journey for REPTON AL BARSHA FZ-LLC



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 strong in English, mathematics and science. Attainment and progress are outstanding in English in the Foundation Stage (FS) as well as in mathematics in FS and the primary phase. Attainment and progress in Islamic Education and Arabic are improving under new leadership. Children and students are keen to learn. They participate and collaborate well, especially in FS. Innovation and enterprise are developing areas.
- Students demonstrate exceptional behaviour and attitudes. They are kind, considerate and helpful. Relationships are positive throughout the school. Students have a strong appreciation of Islamic values. Children in FS are less aware of the UAE heritage and other cultures. Students are active members of the school community. They demonstrate increasing levels of commitment to conservation and environmental issues.

Provision For learners

- In FS, teachers are highly effective at developing children's literacy and numeracy skills, thus laying secure foundations for the future. Lesson planning and questioning are effective. However, the quality of teaching is not consistent throughout the school. Assessment information is used skilfully to meet the needs of distinct groups. It is most effective in FS, where teachers use assessment outcomes to help them to plan the next steps in learning.
- The curriculum has a clear rationale and meets requirements. It is enhanced with an extensive number of extra-curricular clubs and activities. Transitions between phases are well organised. Students are well prepared for the next phase of their education. Cross-curricular links are strong. Curricular adjustments are made for students who need additional support.
- The school has rigorous procedures and policies to ensure students' safety and security. Members of staff, students and parents are kept fully informed of safeguarding and child protection procedures. The school provides effective supervision within school and on transport. Detailed and informed systems identify students of determination. Assessment processes enable staff to identify students with gifts and talents.

Leadership and management

- Leaders at all levels are committed and determined. They have worked collaboratively to raise students' achievement, although recent initiatives are still being embedded. Leaders know the school's strengths. Planning is not precise enough. Staff morale is very high. Parents are happy with provision for their children. Governors are influential. The school is an active participant in the wider education community, including strong links with Repton School in the UK. Buildings, facilities and resources are of exceptionally high quality.

Highlights of the school:

- The vision and commitment of the principal and the leadership team, and the valuable support received from parents, governors and the Repton Family of Schools.
- Students' attitudes, attendance, behaviour, relationships and personal development.
- Exceptional teaching, learning, assessment and curriculum in FS.
- Attainment and progress in English in FS, and in mathematics in FS and the primary phase.
- The care, support, inclusion and wellbeing provided by the school.

Key recommendations:

- Raise attainment and progress in Islamic Education and Arabic by improving the quality and consistency of teaching.
- Develop greater consistency in achievement, teaching, assessment and leadership.
- Ensure that the school development plan contains targets with measurable success criteria, and that individual department plans are better matched to the school's development plan.

OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

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

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Very good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

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**	
	Whole school	**Emirati cohort**
B. International and Benchmark Achievement	**Outstanding**	**Good**

- The school participated in the Progress in Reading Literacy Study (PIRLS) for the first time in 2021. The score of 586 is at the high international benchmark level. While overall attainment in all three subjects in the National Agenda Parameter (NAP) test remains outstanding, progress is judged as very good because of the changing school population.

C. Leadership: International and Emirati Achievement	**Outstanding**

- Leaders at all levels generally understand the importance of data analysis to direct them towards future planning. Any students who are seen as not performing as well as they might be, receive personalised intervention to ensure that they make appropriate progress. This includes the Emirati students, who have become a focus group for the school.

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

- A culture of reading permeates all phases. Teachers are highly effective in identifying students whose reading age is below their chronological age. This is particularly relevant to the Emirati cohort and to those students entering the school with limited English language skills. The progress which these students make is a testimony to the quality of teachers' intervention strategies.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Use all available data to set measurable targets.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing on 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 outcomes is at a very good level.

- A strong culture of wellbeing exists across the school because of the commitment of senior leaders and the governing board. Leaders demonstrate commitment through the vision of 'Better Every Day', which securely guides their practice. Members of staff are empowered to improve the wellbeing opportunities that they offer. Robust assessment information of wellbeing informs decisions. Using self-reviewal practices, leaders identify strengths to be maintained and processes to be improved.
- The wellbeing team assists any member of the school community who may need personal or emotional support. The school climate enables students to learn to be positive, respectful and kind. The student wellbeing committee is not yet active enough in initiating activities, nor in listening to students or in enhancing wellbeing provision. Almost all new members of staff feel fully supported at the start of their careers. Staff confirm their sense of belonging to their school.
- The wellbeing curriculum is carefully planned and firmly established. It permeates most of the school. Active learning and wellbeing thrive in the positive and stimulating classroom climates. The wellbeing of almost all stakeholders is nurtured. Students demonstrate commitment, engagement and resilience as they undertake increasingly challenging tasks. The very broad range of additional activities helps many students to develop teamwork. They have opportunities to excel in sport, music and the arts. Students feel safe and valued at school.

For Development:

- Enhance the impact of the wellbeing curriculum to include enriching experiences which promote the wellbeing of all.
- Enable the student wellbeing committee to play an even greater role across the school.

UAE social studies and Moral Education

- Students benefit from a rich syllabus that enables them to put learning into practice. They lead the Marhaba evenings at the beginning of the year to welcome new students, parents and staff. They acquire the knowledge, skills and understanding necessary to achieve the UAE social studies standards by working to the moral, social and cultural studies (MSCS) framework.
- In the secondary phase, students have two MSCS lessons per week. In Primary, students have one lesson per week. Moral and social themes are included in other subjects such as the humanities. Students are assessed using internal procedures. Subject leaders regularly check the quality of teaching.

Arabic in Early Years

- Arabic is introduced in FS2 and Year 1. Children in FS2 receive 30 minutes of Arabic per week, and students in Year 1 have 60 minutes. Qualified members of staff teach all classes. The syllabus covers the MoE requirements, modified to meet the needs of distinct groups. It ensures a smooth transition into the primary phase. The emphasis is on making connections with Emirati culture and improving understanding of Islamic values. In FS2, children's performance is assessed through classroom observations. In Year 1, there is a written assessment at the end of each term in addition to phonics assessments aligned to the early years standards. Children learn through play, songs and activities.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Attainment has improved. It matches the school's self-evaluation and is supported by internal assessment data. Students make better than expected progress because of curriculum and teaching modifications as well as Holy Qur'anic and Seerah competitions.
- The majority of students demonstrate sound knowledge and understanding of the divine revelation. Primary students analyse Holy Qur'anic stories and Seerah to extract wisdom and guidance. Secondary students discuss Islamic methodology for collecting and giving alms.
- Recitation skills are still developing. Students are not sufficiently fluent. They do not apply Tajweed rules carefully enough. In addition, teachers do not provide sufficient feedback to students on what exactly they need to do to improve.

For Development:

- Improve students' accuracy and fluency in reciting the Holy Qur'an and Noble Hadith as well as their ability to apply Tajweed rules.
- Make better use of technology to develop independent learning skills and provide written feedback to students, offering clear guidance on next steps in learning.

ARABIC AS A FIRST LANGUAGE

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

- Students' listening skills and reading comprehension skills are stronger than their skills in reading aloud, speaking and extended writing. The school's own assessments show slightly higher attainment than that seen during the inspection.
- In lessons and in recent work, students in Primary can analyse stories and suggest various titles. Secondary students can write more extensively, discuss their presentations and speak at some length with confidence. Overall, spelling and grammar are not secure.
- Students are being encouraged to write more extensively using a variety of styles. The recently introduced reading platform is beginning to impact positively on students' reading comprehension skills and their vocabulary.

For Development:

- Provide more opportunities for students, especially in the primary phase, to develop their skills in reading, and in speaking using standard Arabic.
- Improve students' knowledge of grammar and spelling rules so that they are reflected in their writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Most students attain levels that are in line with curriculum expectations. Lesson observations and students' work show that a majority of students in both phases make better than expected progress.
- Across the school, students' listening skills are strong. Students can discuss and write about different topics but find it difficult to write or form longer sentences without visual prompts. The use of technology is not always evident.
- Grouping students into levels based on the number of years of study has enabled them to benefit from more appropriate activities. The systematic approach of introducing three new words in each lesson has also enriched students' vocabulary.

For Development:

- Provide more speaking and writing opportunities to enable students to use their vocabulary effectively and extend their language acquisition.

ENGLISH

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

- Children in FS develop their literacy skills at a rapid pace because of excellent teaching. Across the school, students for whom English is an additional language quickly gain speaking, reading and writing skills because of the targeted support that they receive.
- Reading continues to be a strength across the school. Students have regular opportunities to enjoy books, and to develop comprehension and higher-order reading skills. By the time students reach Year 11, they are skilled at analysis, research and inference.
- Writing skills are developing across a range of styles, including creative writing. Students generally plan their writing carefully, but have fewer opportunities to draft and edit their work. Presentation and handwriting skills vary in quality.

For Development:

- Develop the skills of drafting and editing so that students can understand how they can produce writing of the highest quality.
- Improve the quality of handwriting and presentation by raising teachers' expectations of what is acceptable.

MATHEMATICS

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

- Attainment and progress are stronger in FS and in Primary because children and students have more opportunities to find things out for themselves. Critical thinking and problem-solving are frequent and challenging activities, and lead to sustained improvement.
- In Year 5, students can read and interpret line graphs relating to everyday problems. They can construct line graphs for themselves using an online numbers application. Students in Year 9 tackle IGCSE questions and demonstrate their abilities to apply the sine and cosine rules.
- New subject coordinators have had a positive impact on students' outcomes. New initiatives on language development and the use of data are all helping students to meet their potential. However, not all students are fully involved in their learning, particularly in Secondary.

For Development:

- Involve students more in the learning process, especially in the secondary phase.

SCIENCE

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

- Lesson observations and available assessments indicate that a large majority of students learn science very well. Students understand increasingly complex scientific ideas and concepts. They demonstrate strong competencies in scientific skills.
- In FS, children enjoy learning science from the close study of everyday events and phenomena. Older students understand increasingly abstract and complex ideas. Their understanding is not always underpinned by basic scientific ideas and skills.
- Investigation and inquiry are central to how students learn science. They contribute well to students' reasoning and critical thinking skills. The use of mathematics and extended independent writing to deepen scientific understanding is underdeveloped.

For Development:

- Secure students' understanding of more complex concepts and principles by strengthening their basic scientific skills.
- Develop students' application of skills, particularly those of extended independent writing and mathematics, so that they can analyse, discuss and explain their scientific understanding better.

ARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Outstanding	Very good	Very good

- In FS, children are enthusiastic learners who eagerly take responsibility for their work. In the other phases, students are keen to learn and willingly participate, especially when given the chance to present their work to others.
- Students are skilled collaborators, as exemplified in their solving of problems in mathematics. They enjoy linking different subjects together and working independently. They have some opportunities to develop innovation and enterprise skills, but opportunities are often missed.
- The use of technology is widespread. Students effectively conduct research and develop interesting presentations. Critical thinking is prioritised, but is not implemented consistently across the school. Students are learning to organise their thoughts when planning work.

For Development:

- Provide students with more opportunities to develop their skills of innovation, enterprise and entrepreneurship.
- Maintain the development of critical thinking skills by ensuring that all teachers implement the programme.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students across the school conduct themselves with maturity. Their behaviour is generally excellent. They are self-disciplined, polite, helpful and caring. They demonstrate a very good work ethic.
- Children in FS care about the classroom environment and respect class routines. Children and students show genuine care, respect and kindness for one another. Relationships are excellent.
- Students take healthy eating and physical education seriously. They engage eagerly in sports and other extra-curricular activities. They are highly committed to the school. Attendance is very high. Students arrive punctually at the start of the day and to their lessons.

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

- Students have a strong understanding of Islamic values. They advocate mercy, empathy, tolerance and forgiveness. They celebrate International Day by sharing their own cultures and by highlighting art, music, clothing, music and food.
- Children in FS have a secure understanding of their own cultures Their knowledge of the UAE heritage, history and culture is relatively limited.
- Older students celebrate Islamic events. They organise support for cancer patients in Al Jaleelah Hospital. They participate in a range of activities and educational trips to places such as Dubai Global Village and the Grand Mosque of Sheikh Zayed.

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

- Students are active members of the school community. In all phases, they participate effectively in leadership roles. They raise issues that benefit all members of the school community. The wide range of volunteer roles is popular throughout the school.
- Environmental awareness is becoming a strength. Students now have an increased involvement in recycling activities and in taking care of the school environment. Innovation and enterprise are emerging, including through student-initiated projects.
- The student council plays an active role in fundraising events. Members have organised food collections at harvest time and charity events to support schools in disadvantaged countries.

For Development:

- In FS, promote children's knowledge of heritage, history, culture and traditions of the UAE.
- Encourage students to participate in initiatives that support their innovation, enterprise and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

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

- In FS, teachers are highly effective at developing children's literacy and numeracy skills, laying firm foundations for the future. In most subjects, teachers have comprehensive subject knowledge. They plan interesting lessons in stimulating learning environments.
- Across most subjects, including non-core subjects, teachers use questioning effectively to develop students' understanding and to facilitate discussions. They provide regular opportunities for problem-solving. In Primary, in mathematics, teachers expertly challenge students with creative problems.
- Teachers use assessment information appropriately to meet the needs of individual students. There are noticeable improvements in the teaching of Islamic Education, Arabic and mathematics. Across phases, there remain some pockets of less effective teaching, which affect the rate of progress made by some students.

	Foundation Stage	Primary	Secondary
Assessment	Outstanding	Very good	Very good

- Assessment is at its most effective in FS, where most teachers successfully use outcomes to help them to plan the next steps in children's learning
- Assessment systems, including a recently adopted commercial package, give accurate indicators of the achievement level of each individual student. Leaders use this information to identify any students who may need additional support.
- Since the prev`ious inspection, there have been significant improvements in the way in which many teachers use data to inform their planning and to meet the needs of all groups of students. This is particularly evident in mathematics, less so in other subjects.

For Development:

- Address the inconsistencies in the quality of teaching by sharing the best practice that exists in the school.
- Embed the very best practices of assessment across all subjects and in all phases.

04 CURRICULUM

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

- The curriculum is broad and balanced. It meets the requirements of the National Curriculum for England (NCfE) and the MoE. It is enhanced and enriched through the extensive number of extra-curricular clubs and activities.
- The curriculum is planned so that learning builds well on students' earlier attainment. This is stronger in FS, where the curriculum also supports active independent learning. It is, however, less consistent in some science lessons. Transitions are well managed.
- Leaders at all levels, particularly in FS, actively review how well the expectations and experiences of the curriculum are implemented across the school. The impact of the curriculum on the development of concepts and skills within some subject disciplines is not so rigorously checked.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Outstanding	Very good	Very good

- Wide-ranging curricular adjustments meet the needs of most students through regular review and careful planning. Adaption is particularly strong in FS. Across the school, it successfully meets the needs of students requiring additional support with English as well as students of determination.
- The curriculum provides frequent opportunities for students to develop existing and new talents through performances, competitions and voluntary activities. Students benefit from opportunities to develop their social and creative skills. Innovation and enterprise are less well developed.
- Links with UAE culture and society are strengthening in response to the recommendation made in the previous inspection report.

For Development:

- Enhance opportunities for the development of skills and competencies related to innovation, enterprise and entrepreneurship.
- Strengthen the reviewing of the curriculum by ensuring a more consistent focus on students' progress in individual subjects.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures and policies in place to ensure students' safety and security. Members of staff, students and parents are kept fully informed of child protection and reporting procedures. A comprehensive register is maintained of all adults who work in or visit the school.
- The secure and hygienic school premises are well maintained and contribute to a pleasant and stimulating learning environment. Risk assessments are conducted on a regular basis. Recent changes to the departure procedures for school transport further ensure students' safety.
- Healthy living is very effectively promoted through the contribution of the medical and physical education staff. The health awareness programme is firmly embedded within the curriculum and the extra-curricular programme.

	Foundation Stage	Primary	Secondary
Care and support	Outstanding	Outstanding	Outstanding

- Members of staff enjoy very positive relationships with almost all students and know their individual needs well. Behaviour management is very effective. Any issues are dealt with quickly. Attendance is monitored rigorously with strong systems to challenge absence. Punctuality is extremely good.
- Detailed and informed systems identify students of determination. Individual education plans (IEPs) are created to establish, support and modify the curriculum to suit each student's learning. Students' individual learning targets are systematically checked at regular intervals.
- Thorough assessment processes enable teachers to identify and enhance provision for students with gifts and talents. The wellbeing leader offers effective support for students' personal development. For older students, leaders are active in providing advice and guidance for the next steps in their education.

For Development:

- Keep the arrangements for students' arrival and departure under review.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good

- Governors and leaders have a clear vision for inclusion. At the heart of their work is a drive for high-quality teaching, learning and support, leading to improved personal and academic outcomes for students. Accurate self-evaluation leads to very sound improvement planning.
- Identification processes are detailed. Teachers use a broad range of assessments to clarify barriers to learning for each student. The accuracy of identification results in interventions which are relevant, meaningful and purposeful.
- Leaders have developed open partnerships with parents. Communication is regular. The establishment of trusting relationships ensures that contacts are very supportive. Consistent updates on their children's progress strengthen parents' ability to support learning at home.
- Appropriate classroom cultures enable all students to develop independence, collaboration and persistence. Detailed modifications closely match most students' needs. Teachers and learning support assistants (LSAs) receive regular training and offer increasingly relevant support. Alternative pathways for students with more complex needs are not yet established.
- Leaders' monitoring is generally beneficial in improving practice. Teachers know how well each student of determination is developing personally and academically. Most students of determination make better than expected levels of progress.

For Development:

- Develop monitoring and feedback processes to improve progress for students of determination.
- Identify and develop alternative individual learning pathways for students with complex learning profiles.

06 LEADERSHIP AND MANAGEMENT

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

- Senior and middle leaders work collaboratively to raise students' achievement and establish a purposeful learning culture. Many initiatives are relatively new and are still being embedded. There is exceptional support for welfare and wellbeing, fostering strong relationships. The recruitment of qualified and committed teachers is prioritised for school expansion and the development of a sixth form. Leaders ensure compliance with statutory requirements. They respond positively to external evaluations, maintaining engagement and professionalism throughout the process.
- Self-evaluation practices are comprehensive. They focus on teaching, learning and students' outcomes, and involve parents, students and partner schools. Thorough monitoring and evaluation procedures, including lesson observations and work scrutiny, inform school development plans and professional training priorities. While actions for improvement are well considered, documentation lacks specific targets against which those actions can be measured. Links between departmental plans and whole school priorities are not always clear. Progress has been made in addressing previous inspection recommendations, notably improving students' achievement in Arabic.
- Parents are actively involved in the life of the school. Their involvement is valued and encouraged. Regular communications, including consultation meetings and social media updates, keep parents well informed. They receive regular updates on their children's academic progress and their personal and social development. The school significantly contributes to the local community. There are strong relationships with the Repton schools and other local and international educational institutions. Parents of students of determination speak very highly of the support which they receive from the school.
- The governing board includes representation from a range of stakeholders, including the owners, school leaders and representatives of the Repton Family of Schools. It does not currently include direct representation from parents. However, parents' views are collected through surveys and feedback. Regular monitoring and quality assurance visits ensure that governors are well informed about academic achievements and personal development. Governors have ensured high levels of investment in staffing and facilities. They make a significant contribution to the school's performance.
- The school's day-to-day administration is efficient. Members of staff and students are familiar with and responsive to routines and requirements. Governors and leaders ensure that there are sufficient well-qualified teachers to support delivery of the curriculum. They use teachers' skills effectively and provide high-quality ongoing professional training. The school premises are well maintained and contribute significantly to students' achievement. Resources are regularly updated to support teaching, learning and assessment. They effectively meet the diverse needs of students across subjects and phases.

For Development:

- Ensure that development plans are coherent and contain actionable targets against which success can be measured.

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