



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



New School Inspection Report

Repton School Abu Dhabi

Academic Year 2013 – 14

Iqraa

Repton School Abu Dhabi

Inspection Date	5 – 7 May 2014
School ID#	236
Licensed Curriculum	English National Curriculum
Number of Students	108
Age Range	3 to 18 years (currently 3 to 6 years)
Gender	Mixed
Principal	Robert Relton
School Address	PO Box 45016, Al Reem Island, Abu Dhabi
Telephone Number	+971 (0)2 507 4800
Fax Number	-----
Official Email (ADEC)	Repton.pvt@adec.ac.ae
School Website	www.reptonabudhabi.org
Date of opening	30 September 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND B;	GRADE 5
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The main strengths of the school are:

- the school has established itself quickly in high quality accommodation with an ethos centred on the care of children and their personal and academic development
- the development of children's understanding of UAE values and culture
- detailed diagnostic assessment of standards and progress
- systems, policies and routines support the smooth running of the school
- relationships between teachers and children are strong and classrooms are vibrant
- additional curriculum subjects including physical education (PE), art, music and French and a wide range of extra-curricular activities
- school leaders and staff have planned well for the opening and expansion of the school, with an emphasis on teamwork and strong parental support.

The main areas for improvement are:

- consistency in the quality of teaching to ensure improved levels of students' attainment and progress
- the monitoring of teaching to identify and address specific areas that need improvement
- the time for the teaching of Arabic and French to enable more sustained progress.

Introduction

The school was inspected by 3 inspectors. They observed lessons, extra-curricular activities, breaks and assemblies, and the arrival and departure of the children. One lesson was co-observed with the deputy headteacher. Inspectors interviewed staff including senior leaders and teachers with specific responsibilities. They looked at the analysis of 38 questionnaires returned to the school by parents and held informal discussions with some parents. Inspectors scrutinised the school's self-evaluation form (SEF), the school development plan (SDP) and other key policy documents and assessment data. They also looked at samples of children's work.

Description of the School

This new school opened on Al Reem Island on 30 September 2013. The current building has the capacity for a 6 class entry from Early Years Foundation Stage (EYFS) 1 to grade 2. A site has been acquired for the upper school, with a planned opening date of September 2015. The school's aims are to ensure that 'Repton pupils are effective learners, kind and caring children, and confident individuals who thrive in an international setting'.

The school has 106 children from 26 nationalities. The highest proportions are from the United Kingdom (UK) 29%, UAE 19%, USA 8% and Australia 6% and other smaller proportions representing 22 other countries. There are 55 boys and 53 girls. There are 78 children in the foundation stage and 28 students in grade 1. Numbers have increased by 40% since the school opened. The proportion of Muslim children is 46%; and children of Arabic heritage is 28%. The school has identified 1 child with special educational needs (SEN) for behavioural difficulties.

Annual fees are in the premium band, ranging from AED 55,000 to AED 61,000.

The school is privately owned and has a governing body. It is closely affiliated to Repton School in England and Repton School Dubai. The leadership team consists of the headteacher and deputy headteacher, supported by heads of EYFS and Key Stage 1.

The Effectiveness of the School

Students' attainment & progress

Baseline tests on entry using Performance Indicators for Primary Schools (PIPS) show children's abilities are evenly distributed above and below the expected levels, with some at a relatively early stage of English language learning. After 2 terms, standards in English and mathematics are on average at or above those expected for children of their age. School data show that most native English language speakers and the majority of non-native language speakers in EYFS 1 have mastered the expected outcomes in communication, literacy and mathematics. Slightly smaller proportions of children have done so in EYFS 2. In part, this is the effect of significant numbers of new entrants, some of whom come to school with lower skill levels. In all grades there is a gap between the higher attainment of native English speakers and the lower attainment of non-native English speakers.

Most students make at least the expected progress in mathematics. They can apply their knowledge of number to solve problems using a range of resources. Higher attaining students sometimes make slower progress than they should because the tasks do not challenge them sufficiently.

Students explore and investigate science with interest. They made appropriate progress, for example in a grade 1 science and literacy lesson, when they discussed natural habitats using words such as 'camouflage', 'disguise' and 'protective'.

In Arabic, native speakers have learned to recognise consonants and read single words. Students in grade 1 can read short sentences with clear pronunciation and adequate understanding. Students' confidence grows through activities such as singing the days of the week clearly and naming colours. They have few opportunities to work together with other students in Arabic lessons. Non-native speakers make satisfactory progress in phonics and can write their names in Arabic.

In Islamic education, students can name the 5 daily prayers and understand the steps of ablution. They show respect for UAE culture and values. Reflecting the work they have done in school and at the "heritage village", they can explain how tools are used to find, measure, and clean pearls. They show understanding of the importance of working together and helping others. This represents satisfactory levels of attainment and progress in Islamic education and social studies.

There is little use of information and communication technology (ICT). Computers were not available for classroom use at the time of the inspection. EYFS 1 children

used computers in the library to reinforce their phonic knowledge (the links between sounds and letters). They were motivated by the programme and made appropriate progress.

Students' personal development

Students behave well. They respond quickly to instructions and cooperate with their peers. They think about their behaviour, for example discussing 'How to be a good friend' in circle time. Most are happy to work independently and sustain their concentration for long periods. They readily and confidently volunteer answers. Some assert themselves and do not wait to be chosen to speak. A small number, often boys, are slower than others to respond to their teacher and are not as considerate of others in listening to their peers and taking turns. Sometimes this is because they are not engaged by the lesson.

Students understand the importance of people helping others. In an assembly, EYFS 1 class acted in role as builders, doctors and firefighters. Some students have responsibilities such as 'leader of the week'. This is an area currently being developed and a school council is planned for the summer term. Students are encouraged to eat healthily and most do so. They participate with great enthusiasm in physical education (PE) and swimming activities, and are very active on the outdoor equipment at playtime. Their attendance, at 97%, is well above average.

The quality of teaching and learning

Relationships between teachers and students are strong. Although the quality of classroom routines varies a little across the school, in most classes lessons begin crisply and transitions to new activities or to specialist teaching areas are smooth. Teachers plan thoroughly for lessons with their colleagues, using the detailed assessment information available to them. Teachers make it clear to students what they will be learning in lessons.

Children enjoy learning through play, and teachers make sure that they can choose activities for themselves as well as doing those they are directed towards. Teachers question children well to involve them in the lesson, stimulate their curiosity and deepen their learning. For example, children in foundation stage 1 had strong views about the actions taken by the character 'Little Red Hen' from their reading. In grade 1, the effective use of talk partners made sure that everyone had a chance to share their views. Tasks are often imaginative and students respond with perseverance.

Teachers' marking and assessment is regular and thorough. Helpful annotation shows when work is completed independently or with support, and encouraging

comments give students confidence. Specialist teaching was observed in physical education (PE), swimming and music. This provided a high level of challenge in the development of new skills.

Effective work was seen with students in need of extra support, both out of lessons and in extra-curricular sessions. The work to ensure the rapid progress of these students in mainstream lessons is less effective.

On occasion, teaching is less effective because the time available is not used well. For example, there is too much time spent listening on the carpet, or waiting for activities to begin. Sometimes those students set to work independently are unchecked for too long so that any difficulties and misconceptions are not identified.

Most teachers have access to continuous professional development (CPD) including links to the affiliated school in Dubai. An example of well-targeted CPD is the training on handwriting and letter formation that followed the gap analysis of progress data. The impact of this is clear in the quality of work completed in class, and in the marking of books.

Meeting students' needs through the curriculum

The school provides most elements of the EYFS curriculum and the English National Curriculum for grade 1 to meet the relevant regulations. The core of English, mathematics, Islamic education, social studies and science are well provided for. Curriculum provision for higher and lower attaining students is less strong. At the time of the inspection, there were insufficient resources to support the ICT curriculum. There is insufficient teaching time in Arabic to support sustained progression. The same is true for French, which needs more than a few minutes a week for the teaching to have the desired impact. PE, music, art, personal and social education and humanities are included in the broad curriculum provision. The curriculum is underpinned by schemes of work with clear learning outcomes. It is enriched by a wide range of visits, visitors (such as from the communal rescue fire brigade) and extra-curricular activities. Teachers set a reasonable amount of homework which students enjoy.

The protection, care, guidance and support of students

The school has a strong ethos centred on care for its children and their personal and academic development. The pastoral system ensures that the concerns raised by any students are logged and when necessary the nurse or counsellor is consulted. Close oversight is maintained of any misbehaviour, with a record of the action taken. The school is diligent in protecting students, with clear policies in place and suitable checks being made on all staff. Risk assessments, for example

of outside trips, are thorough. The nurse provides teaching on basic hygiene and how to keep healthy. The canteen is calm and orderly with effective supervision. The clinic provides appropriate care and the nurse maintains a daily log of incidents and any communication with parents. Security at the school is visible and effective and there have been regular fire drills. All students commute to school by private transport.

The quality of the school's buildings and premises

The school opened in high quality purpose-built accommodation, with ample classrooms. EYFS classrooms have their own outdoor play area and washrooms. The school has adequate outside spaces for play and the main hall serves as a playground in hot weather. The swimming pool and sports hall are in regular use. Other specialist facilities include a library, two music rooms and an art room. The accommodation is bright, well maintained and secure.

The school's resources to support its aims

The school is well staffed with trained classroom teachers, and specialists in PE and music. There is not yet a lead teacher or SEN specialist for special educational needs. The school has a stock of good quality equipment and classroom resources. There is a wide range of books in classrooms and in the library, including a growing collection of Arabic books. Plentiful English and mathematics equipment give teachers flexibility when planning a range of activities. Play equipment is imaginative and robust. Resources for PE are abundant and support the development of a wide range of skills. The school has a large stock of tablet computers in store, which are not yet in use, pending the supply of safety covers.

The effectiveness of leadership and management

The school has rapidly nurtured an ethos of care for students and support for their personal and academic development. It has developed a system of tracking their progress to identify any underachievement. The school has begun the process of self-evaluation against some of the ADEC standards, with involvement of the teaching staff and others. At present the school does not have a full Self Evaluation Form (SEF) as it is being developed in stages as a whole-staff project. There is a broad development plan with timescales and accountability, and the school is now beginning to improve this by using the format recommended by ADEC.

Teaching is monitored formally and informally and action has followed through well-chosen CPD. At a whole school level, senior leaders are stimulating the discussion of the qualities of outstanding teaching, for example by setting out the characteristics of the 'model classroom'. Monitoring and CPD have yet to be

undertaken in the Arabic section where there are still inconsistencies in the quality of teaching and learning.

Relationships and communications with parents are strong. The school is well supported and held to account by its board and partners. At their initiative, the school had an evaluative review in January which produced supportive recommendations. The owner and Chair of Governors are regular visitors to the school.

Capacity for further development

The school has grown by 40% since its opening and will expand considerably in the coming academic year. The leadership team has been increased in size to cope with this, with a deputy headteacher and phase leaders. Further planned recruitment will include an SEN specialist. Additionally, teachers will be given responsibilities for subject leadership. The accommodation and resources are already in place to cope with expansion in this building to September 2015. At that time, the students now in grade 1 should move to the new upper school site on Reem Island. Contingency plans are in place should there be any delays. The work of the school's leadership in establishing the school, getting it to run smoothly and provide quality education and care demonstrate clear capacity to improve.

What the school should do to improve further:

1. Raise the quality of teaching and learning by:
 - i. tackling the inconsistency in teaching, especially how well teachers use time, and the management of activities to engage and challenge the students
 - ii. increasing the frequency and depth of monitoring of teaching, including Arabic teaching, so that precise targets for improvement can be set and addressed by individual teachers.
2. Ensure that senior leaders share an understanding of the strengths and weaknesses of the school by:
 - i. drawing together information from monitoring and assessment to develop the school's evaluation of its performance against the ADEC standards
 - ii. reviewing the effectiveness of provision for higher and lower attaining students
 - iii. reviewing the timetable in order to provide more sustained teaching of Arabic and French.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								