



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Repton Foundation School

Overall Effectiveness: Very Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	24 Jumada-Al-Akhirah 1439	to	27 Jumada-Al-Akhirah 1439
		from	12-Mar-18	to	15-Mar-18
	School name			Repton Foundation School	
	School ID			236	
	School address			Al Reem Island, Abu Dhabi	
	School telephone			+971 (0)2 507 4800	
	School official email			repton.pvt@adec.ac.ae	
	School website			www.reptonabudhabi.org	
	School curriculum			British National Curriculum	
	School phases			Foundation stage – Year 2	
	Fee range and category			AED 55,000 – AED 61,000 – very high	
	Number of lessons observed			76	
	Number of joint lessons observed			7	
Staff Information	Total number of teachers			34	
	Turnover rate			10%	
	Number of teaching assistants			24	
	Teacher- student ratio			1 : 15	
Student Information	Total number of students			500	
	% of Emirati Students			18 %	
	% of Largest nationality groups			1. United Kingdom 12%	
				2. America 9%	
				3. India 9%	
	% of SEN students			2%	
	% of students per phase			KG: 50%	Middle: ---
				Primary: 50%	High: ---
Gender			Boys and girls		



The Performance of the School

Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 

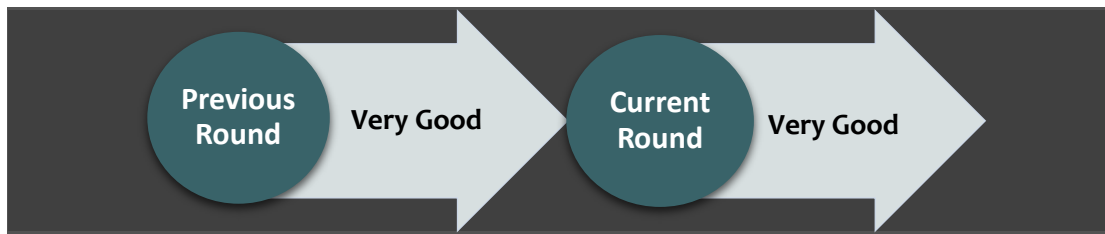


Evaluation of the school's overall performance

- The overall performance of the school is very good. School leaders have ensured that very high standards have been maintained, despite considerable disruption caused to school routines by nearby building work and a relatively high teacher and student turnover.
- The overall quality of students' achievement is very good. The large majority make better than expected progress in Arabic medium and English medium subjects. Students take responsibility for their own learning and use all resources very effectively in lessons, including new technologies.
- The overall quality of students' personal development is outstanding. Almost all students display a very positive work ethic in lessons and when raising money for good causes in the wider community. Students frequently relate what they learn in lessons to their understanding of UAE culture and heritage.
- The overall quality of teaching and assessment is very good. Teachers have an acute awareness of students' strengths and areas for development, because they mark and assess their work regularly. Teaching assistants make a very effective contribution to student achievement. In a very few lessons, time is not used well enough to maximise learning.
- The overall quality of the implementation and adaption of the curriculum is very good. There are very well-planned links between subjects. The curriculum provides rich opportunities for students to learn innovatively and creatively.
- The overall quality of the provision for the care, protection, guidance and support of students is outstanding. School leaders ensure that everyone is kept safe. Very effective provision is in place for students identified as gifted and talented and for those who have special educational needs (SEN).
- The overall quality of leadership and management is very good. School leaders overcome barriers which stand in the way of progress very effectively. Their professional development programmes ensure that newly appointed teachers quickly meet their high expectations in their teaching. School leaders use their detailed understanding of best practice to promote consistently high-quality teaching and learning in all subjects.



Progress made since last inspection and capacity to improve



- School leaders have made very good progress in addressing all the improvement points from the previous inspection.
- Students' overall achievement in subjects taught in Arabic now matches their achievement in all other subjects. Students' overall achievement is now very good in Islamic education, Arabic taught as a first language and as a second language, and in social studies. Those students who learn Arabic as a second language at school make very good progress and their attainment is very good.
- Almost all students now arrive punctually at the start of the day. A very few are late for lessons.
- School leaders have improved the quality of teaching in all subjects so that it is now very good overall. This has occurred despite major school reorganisation and high turnover of staff since the previous inspection. Overall, school leaders' capacity to improve the school further is very good.



Key areas of strength and areas for improvement

Key areas of strength

- The effective actions taken by dedicated school leaders at all levels which result in strong personal and academic achievement for students.
- Students' very positive attitudes and behaviour and the arrangements for keeping everyone safe.
- The skilful tracking of students' progress which leads to highly effective lesson planning in most lessons.



- The quality of teamwork in lessons between teachers and teaching assistants.

Key areas for improvement

- Ensure that time for learning is always maximised by:
 - i. planning learning activities that capture students' attention from the very start of every lesson
 - ii. minimising the length of time taken to move between rooms, so that students spend more time learning than travelling.
- Ensure that teachers avoid long introductions and explanations at the beginning of all lessons, by:
 - i. reviewing lesson plans to see that introductions are kept to an appropriate length
 - ii. monitoring lessons to ensure that teachers follow time plans
 - iii. keeping language as simple as possible in introductions, so that all students understand quickly what they need to do
 - iv. encouraging higher attaining students to settle to more challenging work from the very start.



Provision for Reading

- The library presents a welcoming environment for students to enjoy reading. It is very well stocked with fiction and non-fiction texts in Arabic and in English. Students use tablet devices to listen to stories.
- The school's plan for reading is implemented successfully in almost all lessons. Students maintain personal reading logs and share ideas about favourite authors and stories.
- Teachers are very well prepared to promote reading as a result of participation in regular professional development, including the teaching of phonics. Reading is encouraged in all subjects.
- Reading is promoted through World Book Days and during the reading theme week. Students learn about different authors and their writing styles. There is an after-school story club.
- Teachers track students' reading achievement very effectively. Additional support is available in both languages for those who struggle. Arabic language learners make particularly good progress in reading in Arabic.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good		
	Progress	N/A	Very Good		
Arabic (as a First Language)	Attainment	Good	Good		
	Progress	Very Good	Very Good		
Arabic (as additional Language)	Attainment	N/A	Very Good		
	Progress	N/A	Very Good		
Social Studies	Attainment	N/A	Good		
	Progress	N/A	Very Good		
English	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Mathematics	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Science	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Learning Skills		Very Good	Very Good		



Overall achievement

- The overall quality of students' achievement is very good. The large majority attain above curriculum expectations and make better than expected progress in lessons. Learning through English is new to approximately seventy percent of students when they start school. The large majority makes very good progress from their starting points in all subjects, because teachers' expectations help them to settle quickly into school routines. All groups of students make similar rates of progress.
- Data from internal assessments indicate that students' attainment is very good in Islamic education, Arabic writing and English reading. The same assessments show that in Arabic reading, social studies, English writing, mathematics and science, students' attainment is good. In lessons and in their recent work, students' attainment was seen to be good in Islamic education, Arabic and social studies. It was very good in all other subjects.
- School leaders monitor students' performance regularly and track their progress very carefully. Their own evaluation is that students' achievement is very good. Evidence gained from inspection activities supports school leaders' judgement.

Subjects

- Students' overall achievement in **Islamic education** is very good. The majority attain at levels that are above curriculum standards. The large majority make better than expected progress from their starting points. Students link learning to daily routines such as repeating 'Duaa' correctly at mealtimes.
- Students' overall achievement in **Arabic taught as a first language** is very good. The large majority make better than expected progress in reading, writing, speaking and listening. Students' hand writing is legible and very neat. Students use their secure understanding of Arabic letter and word formation to read and write short stories. Students' achievement in **Arabic taught as a second language** is very good. The large majority make very good progress in reading and writing, listening, speaking and understanding. They demonstrate their very good progress when speaking in Arabic about their daily lives.
- Students' overall achievement in **social studies** is very good. The majority of students attain levels that are above curriculum standards. The large majority make better than expected progress in lessons. Students show their very good awareness of UAE heritage and culture for example when they discuss how Sheikh Zayed provided money and resources to open schools.



- Students' achievement in **English** is very good. The large majority make very good progress in speaking and listening, reading and writing. By the end of Year 1, most students know how to sequence events in a story correctly, as they demonstrate when using rich, descriptive language to recount visits to heritage sites. In Year 2 students are able to read and analyse simple poems. Their handwriting is neat and well-formed.
- Students' achievement in **mathematics** is very good. The large majority attain at levels that are above curriculum expectations. Students make very good progress from their starting points in computation and handling numbers. Children in foundation stage count and classify objects to make simple graphs. In Year 2, students experiment with laptops and tablets to divide shapes into different fractions.
- Students' achievement in **science** is very good. The large majority make very good progress as they experiment, observe and record their work. When learning about plants that grow in the desert, students make meaningful connections between class work and their understanding of the wider world.
- Students' achievement in **other subjects** is very good. The large majority make progress which exceeds curriculum expectations in **computing, art, music and physical education (PE)**. Most show well-developed ball skills and strong teamwork in PE. In music, students clap out complex rhythmic patterns confidently and accurately. Students display very strong skills in **design, technology and innovation (DT&I)**.

Learning skills

- Students' learning skills are very good. Students make meaningful connections between areas of learning and use enquiry and research skills effectively to solve problems. They take very good levels of responsibility for their own learning, particularly when using new technologies to record and improve their achievements. Students know which resources to use to achieve the best results when working.

Areas of Relative Strength:

- Students' use of new technologies including laptops and tablets, to record and improve their learning.
- Students' achievements in all subjects.

Areas for Improvement:

- Attainment in Islamic education, Arabic and social studies.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding		
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good		
Social responsibility and innovation skills	Outstanding	Outstanding		
• The overall quality of students' personal and social development and their innovation skills is outstanding. Students' understanding of Islamic values and Emirati and world cultures is very good. They have very positive attitudes towards one another and staff; their behaviour is always exemplary. • At 96%, students' attendance is very good. A few arrive late for school. Students show their deep understanding of healthy lifestyles through their advocacy of healthy activities amongst their friends and visitors. • Students demonstrate very good understanding of UAE culture and Islamic values. They make frequent reference to UAE heritage in lessons. Students link the importance of giving to their learning about Islam, such as when they raise money for national and international good causes. Their appreciation of a wide range of world cultures is less well developed. • Students take leadership responsibilities seriously, such as serving on the school council where they represent students' views to the headteacher. • Students demonstrate a very keen awareness of environmental preservation. Their commitment to environmental protection is seen in creative re-cycling schemes and in the themes of music and drama performances. • Students demonstrate very good innovation skills, for example, when they use digital technology to send instantaneous records of their work to parents. Overall, innovation is imbedded in most aspects of the curriculum. Areas of Relative Strength: • Students' very positive attitudes, their behaviour and relationships. • Students' innovation skills and understanding of environmental issues. Areas for Improvement: • Punctuality of a very few students in the morning • Extend students' appreciation of a wide range of world cultures.				



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good		
Assessment	Very Good	Very Good		
- The overall quality of teaching and assessment is very good. Teachers have very thorough subject knowledge and they plan skilfully and creatively when introducing new learning. They use specialist indoor and outdoor spaces very successfully so that students have the best chance of learning well. - In a very few lessons, teachers take too long on explanation which results in a minority of students losing concentration. Very occasionally, learning is held up because transitions within and between classrooms are too slow. - Very effective joint planning between Arabic medium and English medium teachers has led to improved achievement in all subjects. Teachers regularly share ideas to ensure that strong practice in teaching and assessment is consistent. Teachers' planning ensures that the needs of individuals and groups of students are very well met in almost all lessons. - Teachers use questioning very effectively to encourage critical thinking and to help students clarify their own ideas. Teachers are very well supported by teaching assistants who check that everyone is working successfully. - Teachers use a wide range of approaches including the promotion of new technologies to motivate students and help them succeed. During theme weeks, they link well with external specialist teachers to further improve teaching strategies. - Teachers know their students' strengths and development needs very well. They use data from assessments very intelligently, to inform lesson planning. When marking, they provide precise feedback about the next steps for learning and individualised support for those who need additional help with learning.				
Areas of Relative Strength:				
- Arrangements for assessing students and tracking progress. - Very effective teamwork between teachers and teaching assistants.				
Areas for Improvement:				
Teachers' overlong explanations and slow transitions in a very few lessons.				



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good		
Curriculum adaptation	Very Good	Very Good		
• The quality of curriculum design, implementation and adaptation is very good. The curriculum has a very clear rationale, to promote, in the words of the school mission statement, ‘the best for every child’ through personal and academic achievement. The curriculum is fully aligned with UAE priorities such as innovation in learning, and with the English National Curriculum. • School leaders ensure that planning encourages progression by checking that new learning builds on effective prior learning. Enterprise and innovation are promoted very effectively in all subjects and in the extremely wide range of extra-curricular clubs and activities. • The curriculum is carefully planned so that students are enabled to apply skills learned in one subject in others. Planning helps students to apply learning to everyday living. • School leaders regularly review the curriculum to ensure that it meets the needs of all students. Very effective adaptations are in place to support those who need further help with numeracy or literacy. The curriculum does not enable younger children to have extensive opportunities to direct their own play. • There is a coherent focus on learning about national customs. Students’ appreciation of their heritage is well developed through visits to cultural sites, and is evident in their writing and in art work. • Moral education is very well embedded in the curriculum. Students learn how to make their feelings known if people are unkind to them. They show their understanding of friendship and family unity in assemblies and through the work displayed around the school.				
Areas of Relative Strength:				
• Planning of innovation and enterprise learning in all subjects • Curriculum adaptation to meet the needs of almost all learners.				
Areas for Improvement:				
• Higher levels of consistency in the provision of opportunities for learning through play.				



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Outstanding	Outstanding		
Care and support	Outstanding	Outstanding		
- The overall quality of care, guidance and support of students is outstanding. Staff and students are fully aware of the rigorous procedures for keeping everyone safe. Supervision is exceptionally effective. Regular emergency drills ensure that all are familiar with the efficient safety and evacuation procedures. - The school has raised attendance levels and punctuality for almost all students. There are highly visible reminders of the importance of good punctuality on the website and in the school entrance where parents gather. - The premises and resources are in excellent condition and record-keeping is comprehensive. This results in a very suitable learning environment well matched to everyone's needs. The school promotes healthy lifestyles very successfully through the curriculum and during theme days. - Systems for managing students' behaviour are highly effective because they are based on mutual respect and trust. Students' well-being is very closely monitored. There are well thought through arrangements for welcoming new students to the school and for supporting school leavers. - School leaders have developed comprehensive systems for identifying students who are gifted and talented and those who have SEN. Accurate identification leads to highly personalised challenge and support. As a result, all students have the best chance of improving their personal and academic achievement. Areas of Relative Strength: - Systems for keeping all students safe and for promoting good behaviour. - The identification of and support for students who are gifted and talented or have SEN. Areas for Improvement:				



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- Further promotion of good punctuality for the very few who are late.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good
• The overall quality of leadership and management is very good. The headteacher and leadership team set a very clear strategic direction, supported by all, with an unyielding commitment to an inclusive ethos and community involvement. • School leaders use their thorough knowledge of educational best practice to improve the school further. Self-evaluation correctly identifies strengths and areas for development, including in teaching. • School leaders have made very good progress towards addressing the recommendations made in the last inspection. Their actions have brought about sustained improvement over time. They employ very effective methods for informing parents about their children's personal and academic development. They are fully supported by the active parents' committee. • School governors are very well informed and hold leaders to account through effective committees, which regularly review the comprehensive school development plan (SDP). Governors survey parents to gain their views. Parents are represented on the governing body. • School procedures run smoothly and efficiently though school leaders have not yet ensured that the pace of learning is suitable in all lessons. Staff benefit from personalised professional development and guidance. School leaders ensure that the impressive array of resources is used to promote high standards of achievement for all.	
Areas of Relative Strength:	
• The quality of leadership at all levels and the impact of leaders' actions on students' achievement • Accurate self-evaluation systems and effective development planning	
Areas for Improvement:	
• Leaders' role in ensuring that a good pace of learning is achieved consistently, in all lessons and subjects.	