DUBAI
Knowledge المعرفة

Russian International Sch...



National Agenda

Early years

Special educational needs and disabilities

Innovation

Inspection Report 2015-2016

Russian International School

Curriculum: Russian

Overall rating: Good

Read more about the school

www.khda.gov.ae

‘Don’t look behind to see who is following you, but look forward to be ahead’

Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information 2
Summary for parents and the community 3
Main inspection report 10
1. Students' achievement 11
2. Students' personal and social development, and their innovation skills 16
3. Teaching and assessment 17
4. Curriculum 18
5. The protection, care, guidance and support of students 19
Provision for students with special educational needs and disabilities (SEND) 20
6. Leadership and management 21
The views of the parents, teachers and students 24

School information

General information



Location	Muhaisnah 4
Type of school	Private
Opening year of school	2006
Website	www.dubairuschool.com
Telephone	04-2641515
Address	Al Muhaisnah 4, Dubai, UAE
Principal	Marina Khalikova
Language of instruction	Russian
Inspection dates	14 to 17 December 2015

Students



Gender of students	Boys and girls
Age range	4-17
Grades or year groups	Kindergarten 1-Grade 11
Number of students on roll	392
Number of children in pre-kindergarten	None
Number of Emirati students	1
Number of students with SEND	2
Largest nationality group of students	Russian

Teachers / Support staff



Number of teachers	41
Largest nationality group of teachers	Russian
Number of teaching assistants	2
Teacher-student ratio	1: 10
Number of guidance counsellors	0
Teacher turnover	12%

Curriculum



Educational permit / Licence	Russian
Main curriculum	Russian / None
External tests and examinations	IBT
Accreditation	Russian
National Agenda benchmark tests	Not included in National Agenda

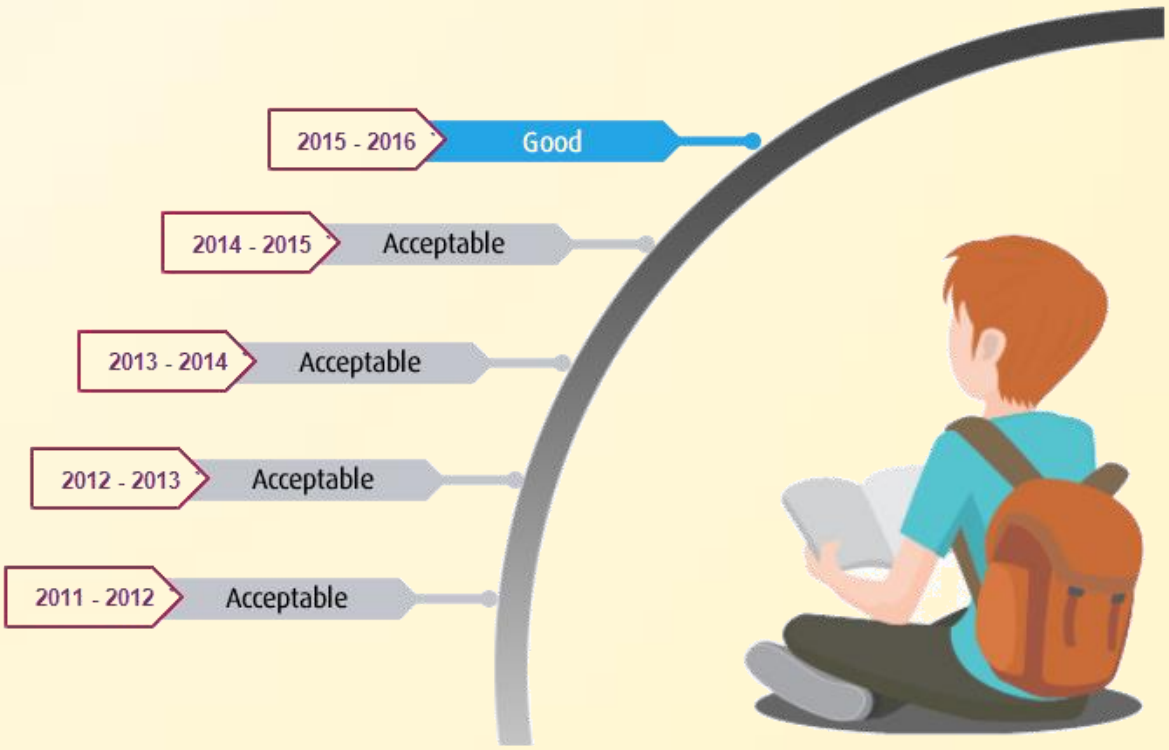
Summary for parents and the community

Russian International School was inspected by DSIB from 14 to 17 December 2015. The overall quality of education provided by the school was found to be good.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.

KHDA family



How well did the school perform overall?

Overall, Russian International School provided a **good** quality of education for its students.

- Students' attainment and progress in Russian and mathematics were good or very good across the different phases. Their attainment and progress in English and science were good. In Arabic as an additional language and in Islamic Education, their levels of attainment and progress were mainly acceptable. The quality of students' learning skills was good at all phases. Children in the Kindergarten worked well together. Students enjoyed learning and were active participants. A lack of opportunity hampered students' learning technology skills.
- Students made mainly good progress in their personal and social development. They behaved well, understood Islamic values, and demonstrated good social responsibility. Student's knowledge of wider cultures was of acceptable quality. Their rate of attendance was acceptable.
- Most teachers had good knowledge of their subjects and explained things well. Those in the Kindergarten successfully promoted active learning. Opportunities for students to participate in active learning in the other phases were inconsistent. In the best lessons, the learning needs of all groups of students were met through systematic planning. Teachers used a good range of approaches to assess students' progress and attainment effectively. They used questioning well to support weaker students and challenge the more able. The use of assessment data to influence lessons continued to be an area in need of improvement.
- The curriculum was of good quality and was adapted well to meet the needs of students. Senior leaders had ensured that the range of subjects had increased, and that enrichment activities had been enhanced.
- Staff members promoted safe and healthy lifestyles well, and ensured that there were good levels of care and support for students. The identification of student's special educational needs and disabilities (SEND), and provision for those needs, were acceptable.
- Senior staff members led the school well, developing effective teamwork and managing day-to-day aspects of the school's operation. They ensured that all teachers were involved in school self-evaluation and improvement planning. Some self-evaluation judgements were too generous. The School Board supported the school and was well placed to monitor and exercise accountability.

What did the school do well?

- Children in the Kindergarten and students in the other phases made good or very good progress in English, Russian, mathematics and science; had good or very good attainment in these subjects and showed well-developed learning skills.
- In all phases, students were well behaved and showed very positive attitudes towards their learning and other people. They appreciated Islamic values and understood Emirati culture.
- The hard work and commitment of teachers had led to improvements in the curriculum, teaching and assessment, which were of good quality.
- Together with other leaders, the Principal had shown clear, successful leadership in developing teamwork at all levels, with an appropriate focus on improving key aspects of the school's work.

What does the school need to do next?

- Seek advice and support from outside bodies, including other schools, in developing the quality of curriculum, teaching and assessment in Islamic education and Arabic, to improve students' progress and attainment.
- Ensure that all students have appropriate understanding of the school's policy and procedures on child protection.
- Review the school's approach to identifying the special educational needs of students in the school and of future potential students.
- Develop the use of external assessment data and broaden teachers' knowledge of best practices in education to ensure that the school's self-evaluation judgements are more accurate.
- Extend the monitoring and advisory role of the School Board to help the staff to maintain high standards and improve them where necessary.

How well did the school provide for students with special educational needs and disabilities?

- Students made good progress towards their personal targets as the result of careful monitoring and regular assessments. The strengthening and empowering of the SEND co-ordination council had ensured that a range of expertise was available to give appropriate support and advice to students, parents and teachers.
- Parents received information on their children's progress through regular monthly meetings with teachers. They were aware that they could visit and contact the school whenever they needed advice or support.
- Parents were given good information about the learning needs of their children. The school worked closely with the parents of students with SEND through both formal and informal reporting methods.
- The SEND co-ordination council reviewed the identification procedures and consulted closely with parents. Their involvement made a positive contribution and impacted on the progress made by students.
- Parents were very appreciative of the school's support and help.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

Main points:

- The school did not take part in the TIMSS or PISA tests, as these were conducted in English. Consequently the school did not have targets for improvement in these tests and was not therefore part of this aspect of the UAE National Agenda. Senior leaders were committed to other aspects, for example, measuring students' achievements against external international standards.

Innovation in education



The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.

Promoting a culture of innovation:

- School leaders had an understanding for the national innovation agenda which they promoted through new initiatives. The strategic plan was implemented at the start of this year, outlining targets to promote a culture of innovation and develop students' innovation skills. Professional learning opportunities for teachers focused on teaching techniques to promote innovation and plan student-centered lessons. Laptop computers had been purchased and online submissions of student work had been implemented. The school's curriculum design reflected new opportunities for enterprise. Additional extra-curricular programmes provided opportunities for students to be creative.

Overall school performance
Good ↑

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
Russian	Attainment	Good	Very good	Good	Very good
	Progress	Good	Very good	Very good	Very good
English	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good	Good	Good ↑	Good ↑
Mathematics	Attainment	Good	Very good ↑	Good	Very good ↑
	Progress	Good	Very good ↑	Very good ↑	Very good ↑
Science	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑	Good ↑

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

2. Students' personal and social development, and their innovation skills				
	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Good	Good
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑

3. Teaching and assessment				
	KG	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good ↑	Good ↑
Assessment	Good ↑	Good ↑	Good ↑	Good ↑

4. Curriculum				
	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good ↑	Good ↑
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students				
	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

6. Leadership and management	
	All phases
The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good ↑
Governance	Acceptable
Management, staffing, facilities and resources	Good ↑

Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement		
KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Russian	Good	Good
English	Good ↑	Good
Mathematics	Good	Good
Science	Good ↑	Good ↑

- Children could confidently recognise all letters of the Russian alphabet. The range of words that they used and the complexity of their speech were, for the majority, above the curriculum standards. A majority of children made better progress against the curriculum expectations, for example in acquiring knowledge of the elementary grammar of the language. All groups of students made similar progress against their individual starting points.
- In English, the attainment and progress by the majority of children were ahead of curriculum standards. Children entered the Kindergarten with low levels of English language skills. In KG 1 children could listen to and follow instructions. By KG 2 children had developed an extensive oral vocabulary and were confident when speaking with adults and peers. They engaged well in paired activities. For example, they were able to have lengthy conversations linked to the farm topic they were studying in the context of a role playing situation. Their attainment had improved in the past three years.
- Students' attainment and progress against the curriculum standards in mathematics were good for all groups. Involvement in active learning activities reinforced children's mathematical knowledge and understanding. As a result, a majority of children were attaining ahead of curriculum expectations. By KG 2 most children could identify and numbers beyond 10 and could accurately combine small groups of objects. They were secure in their understanding of concepts involving comparative language such as 'bigger' or 'smaller'. They could recognise and describe the properties of simple shapes. Children had inconsistent opportunities to apply their mathematical understanding and acquire problem-solving skills.
- In science, the majority of children had attained above the curriculum standards and made better than expected progress. This was particularly evident in lessons where children gained new knowledge and understanding. In KG 1, children's opportunities to explore were limited and, as a result, their investigation skills were not appropriately developed. In KG 2, children were beginning to make progress in developing investigative skills. Attainment over the last year had improved for all groups of students.

Primary		
Subjects	**Attainment**	**Progress**
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Good
Russian	Very good	Very good
English	Good ↑	Good
Mathematics	Very good ↑	Very good ↑
Science	Good ↑	Good ↑

- Most students were attaining standards in Islamic education that were in line with the curriculum expectations. Their attainment was evident in lessons and in students' recent work. For example, in Grade 1, students recited Surah al Fatiha and Ikhlas with adequate pronunciation and accuracy as expected of the age group. Students had a good knowledge of the Prophet Mohammed's (PBUH) family and the Five Pillars of Islam. Students made better than expected progress in understanding Islamic moral values. However, skills in Holy Qur'an recitation and application of some rules of Tajweed were under-developed. Overall, in relation their starting point, most groups of students had made expected progress.
- In Arabic as an additional language, the majority of students made better than expected progress over time in relation to their starting points. Students made good progress in their reading fluency and in their speaking. Students had secure listening skills and could respond to spoken classroom language using a range of words and phrase. Although they were able to respond appropriately to questions about texts that they had read, they made frequent pronunciation errors when reading aloud. They could write basic sentences following a model. Their examination results had shown that most students were meeting the MoE curriculum standards.
- A large majority of students attained highly in all aspects of Russian language development. They made rapid progress in developing their speaking and listening skills, quality of handwriting and understanding of grammar. Students were able to listen carefully to the opinions of others, respond to and build upon each other's ideas. They read with increasing expression and understanding and developed their creative writing styles. This was evident from the high quality stories and poems they wrote in Russian for the school's literature magazine 'Flowers from the North'. Different groups of students made very good progress from their individual starting points.
- In English, students' listening and speaking skills were well developed, which enabled them to be actively engaged in lessons taught entirely in English. In Grade 1 they confidently recognised letters of the alphabet, could sing familiar songs and accurately read and write common words. In Grade 3, they asked and answered personal questions and read texts about familiar contexts. Students spelled accurately, had a good grasp of basic grammar and wrote short descriptions. Older students could fluently and confidently discuss ways of celebrating festivals in different countries and spoke English clearly and with good pronunciation. Their progress against the curriculum expectations was secure, with students making good overall progress in all aspects of English language development.
- A large majority of students attained above grade expectations for mathematics and made better than expected progress. Older students had confident numerical and mental arithmetic skills and could solve basic algebraic equations. They used rich mathematical vocabulary and could present their work logically. They applied their skills to various real-life situations, for example, when doing the project 'Dubai in Geometrical Figures.' Critical thinking and enquiry skills were evident across all grade levels, with younger students able to confidently discuss open-ended questions. Students' progress was enhanced by the effective use of cross-curricular activities, for example, when they did a project on energy saving.

- In science, the students' attainment in lessons and recent work, when measured against the school's curriculum standards, showed that a majority were above the age-related standards. The majority of students made better than expected progress. The students were beginning to develop their enquiry and investigation skills and were developing an understanding of the world around them. They were able to express their ideas and understanding clearly, often using the correct scientific language.

Middle		
Subjects	**Attainment**	**Progress**
Islamic education	Acceptable	Acceptable
Arabic as a first language	Nor Applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Russian	Good	Very good
English	Good ↑	Good ↑
Mathematics	Good	Very good ↑
Science	Good ↑	Good ↑

- In Islamic education, most students had developed knowledge, understanding and skills in line with the MoE curriculum expectations. Students were able to memorise short chapters from the Holy Qur'an with accuracy, applying basic rules of recitation. In Grade 8, students memorised Surah Lahab, but with limited application of the Tajweed rules. They knew facts about the life of the Prophet Mohammed (PBUH) and his family. Students could recall basic facts about the life of the prophets and their revealed books. They demonstrated basic understanding of the life of Prophet Musa (AS) and some of the miracles he performed. However, students had difficulty in relating what they learned to their personal lives. The majority of students made expected progress over time from their individual starting points.
- Most students made acceptable progress learning Arabic as an additional language. They had developed their ability to read familiar words and sentences. They could write basic phrases in Arabic script by following a given model and using vocabulary from their immediate context. Most students could read short sentences and verbally respond to questions using single words or phrases. There had been some variations in students' attainment over time, but generally, most students' attainment was in line with curriculum expectations. Groups of students made similar progress from their individual starting points.
- In Russian, a large majority of students made better than expected progress against the curriculum expectations. The majority of students were attaining above the curriculum standards. Students had secure knowledge of grammar and writing skills. In well-structured class discussions, they were able to analyse the work of different writers and demonstrated good knowledge of different styles of writing, including biographies. They recited poems and wrote to a good standard for a range of purposes, including creative writing and critical essays. Students were able to lead presentations, verbal and written, and demonstrated the ability to develop a persuasive argument.
- The majority of students' made better than expected progress and attained good levels in listening, speaking, reading and writing English. For example, in Grade 5 students wrote confidently about a range of topics including their pets, holidays, toys and pen friends. By the time they reached the higher grades, students could research and discuss topics such as healthy eating and identify items that were essential for a trip to the jungle. They were able to accurately record their opinions and do research, and subsequently presented their findings confidently without making reference to their notes.

- In mathematics, the attainment of the majority of students was above the expected levels. For example they capably calculated operations with numerical and algebraic fractions, solved complex equations, and understood geometry and trigonometry. Students were able to apply their skills in various contexts, for example, in Olympiads and international competitions. Students had sufficient opportunities to develop their skills further through newly-introduced practical lessons. They were able to take various measurements outside the building and applying trigonometric functions. A large majority of students made better than expected progress from their starting points and in relation to the curriculum standards. The use of new mathematical computer software was beginning to further enhance their progress.
- Students' attainment in science lessons and recent work, when measured against the school's curriculum standards, indicated that a majority were above the age-related standards and made better than expected progress. The school had broadly maintained these levels of attainment and rates of student progress over the previous three years. Students enjoyed science and were actively engaged in their learning, developing enquiry and investigative skills. They were able to communicate their ideas and demonstrate their understanding of science using the correct scientific terms.

Secondary		
Subjects	**Attainment**	**Progress**
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Russian	Very good	Very good
English	Good ↑	Good ↑
Mathematics	Very good ↑	Very good ↑
Science	Good ↑	Good ↑

- In Islamic education, most senior students had developed knowledge, understanding and skills in line with the MoE curriculum standards. Students demonstrated appropriate understanding of Islamic morals and Shariah law. They had detailed knowledge of the life of the prophets and the Seerah of Prophet Mohammed (PBUH). Students were able to link their learning to other areas of the curriculum and real-life situations. However, students had made limited progress in memorising the Holy Qur'an, as measured against the curriculum expectations. Progress was not consistent among all groups. Lower secondary students made less secure progress than students in other grades.
- In Russian, a large majority of students attained above the curriculum expectations, for example, in reading extensively across different genres. They confidently read Russian literature and could analyse complex sentence structures within texts. Students' writing skills included writing for a range of tasks, purposes and audiences. Students applied their knowledge of grammar confidently to their writing. Students' critical and analytic thinking skills were well developed through interesting class discussions, dramatisations, presentations and debates. For example, 'The duel between Mayakovski and Essenin'. Different groups of students made better than expected progress in lessons and in their recent work.
- In English, the majority of students displayed attainment that was above the expected curriculum and international standards in listening, speaking, speaking and writing. Students in Grade 11 displayed outstanding linguistic, critical and analytical skills when they paraphrased and interpreted Hamlet's monologue 'To be or not to be.' Students used learning technologies to make competent presentations about a visit to the Dubai Medical Centre. They fluently debated issues such as the cultural differences between a range of countries, including the UAE. Students wrote accurately and creatively on a wide range

of topics, including book and film reviews, descriptions of events and visits to places of interest. Students confidently responded to the opinions of others and defended their own points of view when challenged. The majority made better than expected progress against the curriculum expectations.

- In mathematics, a large majority of students had secure knowledge of advanced algebra and trigonometry. Students confident used reasoning skills to support their hypotheses in complex three-dimensional geometrical constructions and geometrical proofs. They could apply their knowledge to the real world and demonstrated their creativity in various cross-curricular projects, for example, by using logarithms in a project about the cosmos. They were developing their understanding further by starting to use new mathematical software. A large majority of students, including those in different groups, made better than expected progress across a range of mathematics content.
- In science, the majority of students had attained knowledge, skills and understanding above the school's curriculum standards. Students maintained this level of attainment by continuing to make good progress over time. The majority of Grade 11 students who sat the national examinations attained above the curriculum expectations. Students had developed effective research skills, but because of limited opportunities, their practical skills were below the expectations for this age group. They were able to express their ideas and understanding very clearly. When challenged by their teachers or other students, they were able to justify their thinking with sound reasoning.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

- Students enjoyed most lessons and were engaged in learning. They were confident when explaining what they were doing to the rest of the class. Students took full responsibility for their learning, particularly in English lessons. They knew their strengths and weaknesses, because they carried out self-assessments and received regular oral feedback from teachers and peers.
- In almost all lessons, students were able to work collaboratively in pairs or groups and communicate their findings confidently. In Islamic education and science, only some students demonstrated that they could communicate clearly what they had learned. In English and Russian lessons, students engaged in lively debates or made presentations, often supported by learning technologies.
- In most subjects, students had the opportunity to relate their learning to the real world. In English, students delivered creative presentations on market projects they had invented. Links to the real world were a feature of the primary science curriculum, but these was less evident in the middle and secondary phases.
- Students in some subjects were enterprising and able to work independently to find out things out. Their use of learning technology was developing, although more needed to be done to embed these learning skills. At times, students did research online for homework. Critical thinking and problem solving skills were evident in some lessons, for example in Russian literature, when they demonstrated high-level critical thinking and analytical skills.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Good

- Students showed increasing independence, maturity, and sense of responsibility as they grew older and moved through the grades. They demonstrated positive attitudes toward their academic and social development.
- Students were well behaved and kind to one another. They treated their teachers and their peers with respect.
- Students had strong relationships with adults in the school, and a network of connections amongst each other. Different student groups, especially the older students, supported the younger students and children during some extra-curricular activities and school projects.
- Students valued healthy food and were conscious of the importance of eating home-made snacks. They understood the need to maintain a healthy lifestyle.
- Students generally respected their class timings. Their rate of attendance was acceptable.

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

- Students had clear understanding and appreciation of the values and principles of Islam, particularly in the middle and secondary phases. Middle school students demonstrated a well-developed understanding of the Five Pillars of Islam and the importance of Mosques in a Muslim society. Across the phases, most demonstrated an understanding of the Islamic dress code and the importance of respecting Islamic values.
- Students, particularly those in the middle and secondary phases, showed secure understanding of Emirati culture and were able to describe life in the UAE in the past. Those in the secondary phase spoke enthusiastically about the UAE's National Day and their participation, as a result of winning a competition, in a parade of appreciation for H.H. Sheikh Mohammed bin Rashid Al Maktoum.
- Students showed strong understanding of their own culture. They demonstrated respect to other nationalities and religions in the school. They described with pride their contribution to the World Culture history classes and Unity and Friendship Day in Russia. Their understanding of wider world cultures was more limited.

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

- Class prefects were active in keeping the corridors safe and played a role in making the students' voices heard. Students demonstrated a good sense of community and environmental responsibility. They were proactive and responsible members of the school community. Students across all phases contributed to collections of donations to Islamic Affairs and charity campaigns and participated in clean-up projects in the community.
- Students developed skills in entrepreneurship and showed a positive work ethic. They demonstrated an understanding of the importance of hard work to be successful in life.
- Some students enthusiastically took the initiative in a wide range of environmental projects. Students in the middle and secondary phases took part in the Emirates Environment Group conferences. Students across most phases took part in recycling glass, paper and plastic from around the school and the local community. Some students took part in energy-saving projects and transferred this knowledge to their homes. Most projects were initiated by their teachers.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good ↑	Good ↑

- Teachers were generally well qualified and had good subject knowledge in most areas of the curriculum, especially in Russian, mathematics and English. Most teachers were well aware of how students learn most effectively. In the Kindergarten the teachers used their knowledge to engage students actively in all areas of the curriculum.
- The quality of lesson planning ranged from good to outstanding. In the Kindergarten, teachers included activities to meet the learning needs of individual children and groups. In English, many of the plans contained challenging and creative activities linked to the real world, and occasionally offered opportunities for students to evaluate their peers. Planning in Russian and mathematics lessons contained challenging tasks and high-level content. In Arabic, some lesson planning lacked a clear focus.
- Interactions between students and with their teachers were positive. Most teachers created learning environments in which students worked together collaboratively and productively. In this environment students did not feel threatened if they made mistakes. They were confident to engage in challenging discussions and debates or make class presentations.
- Many teachers organised for students' to work in pairs or groups. In the best classes, the needs of individual students were met through teachers using adapted worksheets or by providing support to individuals. In Arabic, the lessons were too teacher-centred, which decreased opportunities for student involvement.
- In the best lessons, students were encouraged to think critically, to solve problems creatively and to be independent learners. In science, teachers provided challenge and support to develop problem-solving skills, but the activities were not always sufficiently matched to the needs of individuals or groups. Teachers of Islamic education posed probing questions to make students think for themselves.

- In Arabic as an additional language, teachers had secure subject knowledge, but the quality of their planning was inconsistent. Teachers modelled the use of classical Arabic adequately. They interacted with students, but did not challenge them sufficiently. Teachers, particularly in the primary phase, made use of varied resources.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Good ↑	Good ↑	Good ↑

- The school had implemented new, improved internal assessment processes. The data collected were beginning to provide valid and reliable information about students' attainment as measured against the curriculum standards. In Islamic education and Arabic as an additional language, the assessments did not always give students the opportunity to demonstrate their achievement beyond the minimum expected.
- The school was in its second year of benchmarking students' academic attainment against appropriate national standards, using Russian national examinations and examinations from the Volgograd Gymnasium. Some Grade 11 students had taken an international test of their English skills. International Benchmarking Tests (IBT) in English, mathematics and science had been used to test students in Grades 3 to 10. The data collected provided a comparative picture of students' performance.
- Staff members used assessment data appropriately to identify the strengths and weaknesses of their students. The school had recognised the potential of collecting and analysing this data over a period of time to better meet the learning needs of its students.
- Teachers were increasingly using key facts from the analysis of assessment data to review and improve the curriculum. Teachers were able to match activities to the learning needs of different groups of students, although more needed to be done.
- Teachers were well aware of the overall performance of their students. In some subjects, students were using self-assessment constructively to identify their strengths and weaknesses. Teachers then provided students with guidance on how to improve their learning. Although the practice was not consistent across the school, there were some particularly good examples of this practice in mathematics and Russian.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good ↑	Good ↑

- The curriculum was aligned to the Russian Federation standards and the UAE Ministry of Education requirements for Arabic and Islamic education. It had a clear rationale and was broad and balanced, offering continuity and progression. The new Kindergarten curriculum was creative and well planned to meet the learning needs of young children.
- Smooth and effective transitions existed between key stages. Almost all students could pursue their studies in further or higher education in Russia or other countries.
- The curriculum in English and English literature met the standards of the European Framework for Languages and had broadened students' options for their post-school education. Students in the secondary school were provided with a good variety of subjects, including humanities, languages and sciences.

- Newly planned cross-curricular links enhanced learning in most subjects. The curriculum provided opportunities for independent research. The use of technology, as an integral part of daily learning, was developing.
- The curriculum was reviewed frequently and was formally modified annually to ensure good provision. The curriculum for Arabic lacked sufficiently challenging tasks for students.
- The school had implemented a new UAE social studies course for middle and secondary phase students. The UAE social studies curriculum was taught as a discrete subject for one period per week. The school had established links between UAE social studies and English.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Good ↑

- The curriculum was effective adapted to meet the needs of most students. Provision for students with SEND and those who were gifted or talented had improved since the previous inspection. Curriculum modification enabled most students to develop their personal and academic skills effectively.
- Programmes in the curriculum were successfully modified for different groups to ensure relevance and interest for all students. Students had opportunities that developed their academic, social and creative skills both within lessons and in an increasing range of extra-curricular activities. Students had opportunities to engage with the local community. Projects supported their understanding of environmental issues and community awareness.
- The curriculum included programmes which developed students' knowledge, understanding and appreciation of the heritage of the UAE. Students became familiar with Emirati traditions and culture through social studies lessons and special events like UAE National Day. They developed awareness of the religious traditions of the UAE through daily recitations from the Holy Qur'an in assembly, Islamic education lessons and a visit to a mosque.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- School staff members and older students successfully encouraged the younger children to make healthy life choices. Staff members promoted the importance of healthy lifestyles including good hygiene, healthy eating and regular exercise. Students were encouraged to regularly drink water.
- Teachers shared the school's clearly written child protection procedures with parents. Some students were not fully aware of these procedures. Effective systems were in place to protect children when using the internet and other forms of digital technology. The school had improved its security systems, but allowed adults access to the entrance hall, relying on the security staff to know that they were parents.
- Staff members and older students supervised younger students very well throughout the day. Students felt safe within the school. The school carried out regular fire drills to practice evacuation procedures. Students and the staff knew what to do in an emergency.

- The buildings were well maintained. Staff members systematically recorded any incidents which affected students' health, safety or well being, along with any subsequent actions. Appropriate medical information was shared with the staff to ensure students' medical care at all times.
- The school premises were very clean and hygienic. The learning environment supported students' learning well. However, rubber slabs in the outdoor area presented a hazard.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

- Relationships were mutually respectful and, as a result, behaviour was consistently good. Teachers knew students well and were aware of their individual needs. There were effective, whole school systems, known to students, for managing and monitoring their behaviour.
- The school had accurate records of students' attendance and punctuality. Systems for monitoring attendance were rigorous, and enquiries were quickly made to individual parents regarding any student absence. Although the staff made attendance a high priority, the rates of attendance remained only acceptable.
- The identification of students with SEND had improved since the previous inspection. Leaders were aware that a further review of current students' needs and the admission policy was necessary. The school had identified a number of students who were gifted or talented and had taken effective steps to meet their needs.
- The school provided effective and improved support for students with SEND and for those students who were gifted and talented. Detailed education plans were in place to support students with SEND. As a result, students with SEND made good academic and personal progress in most subjects.
- Students received good advice and support for their personal well being from teachers, school leaders and the school nurse. The positive relationships within the school gave students the confidence to ask for individual support when necessary. Older students received effective advice and guidance as to their future careers. Academic guidance was provided in lessons and through regular assessments of individual progress.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable

- School leaders and the teacher responsible for SEND had improved provision. The strengthening and empowering of the SEND co-ordinating council had ensured that a range of expertise was available to give appropriate support and advice to students, parents and teachers. They had capacity to improve the SEND provision further.
- Senior leaders understood that a whole school review was necessary to identify and support the particular needs of more students, including those with higher attainment. The school did not refuse to admit students who had SEND, but needed to reword the school's admissions policy to ensure that this was stated clearly.

- The school worked closely with the parents of students with SEND through formal and informal reporting methods. Parents were made aware of the learning needs of their children and their involvement made positive contributions to the provision. Parents were very appreciative of the school's support and help.
- Students' individual education plans focused support for their personal, social and learning needs. Curriculum planning was modified in all subjects, and students were meaningfully engaged on tasks matched to their specific needs. Appropriate curriculum modifications ensured that additional interventions, including personal and academic support, were effectively applied.
- Students made good progress towards their personal targets as the result of careful monitoring and regular assessments of outcomes. In all subjects, teachers provided information to the special needs coordinator, enabling individual educational plans and targets to be regularly updated. Marking and personal oral feedback to students provided them with a clear idea of how well they had succeeded and what they needed to do to improve in the future.

6. Leadership and management

The effectiveness of leadership	Good ↑

- The principal and other senior leaders ensured that the staff and parents understood the vision for the school. A key, appropriate aim was to provide an education which reflected Russian culture and an international perspective. Leaders were committed to implementing the UAE's National Agenda.
- With help from others outside the school, leaders had ensured that teachers' knowledge of best practice was improving, although this was an aspect in need of continuing development. Most leaders displayed understanding of the key features of a well-designed curriculum and good teaching.
- Communication within the school had improved with the development of the school's management and information systems. Staff members benefited from a wide range of regular meetings and contributed to teamwork in a range of important committees. The overall level of staff morale was positive.
- Under the leadership of the Principal, the staff had worked successfully in teams, with an appropriate focus on improving key aspects of the school's work.
- Many aspects of the school's work had improved since the previous inspection. As a result, outcomes for students were better. Leaders ensured compliance with the Russian Federal State Standards and the UAE's requirements.

School self-evaluation and improvement planning	Good ↑

- All staff members were involved in using a wide range of processes to evaluate the school's effectiveness, using external data and benchmarks. Students and teachers had opportunities for their voices to be heard. A monitoring calendar guided the staff in gathering information on the quality of their work.
- Leaders took a systematic approach to observing lessons and giving constructive comments back to teachers. At times, evaluations of the quality of teaching were too high, and, as a result, the school's view of the quality of students' achievements was sometimes too positive. Overall, the staff had a well-balanced view of the strengths and weaknesses in the school's work.

- Leaders were committed to school improvement and, with the involvement of the staff, produced helpful improvement plans. The criteria by which success in projects would be judged were not always set out precisely. The impact of the improvement planning process had been significant, and many aspects of the school's work had improved.
- Leaders had made good progress in addressing the recommendations from the previous report. The quality of teaching and assessment had improved, and weaknesses in staffing, facilities and resources had been addressed. Provision for students with SEND was better, although the identification of students' needs needed to improve.

Partnerships with parents and the community

Good ↑

- Parents were clearly aware of and involved in the tracking of their children's progress. They were given regular and varied opportunities to express their views, through electronic means and regular school meetings. Room for further improvement lay in seeking parental expertise as a resource to enhance students' learning.
- Communication between the school and parents was effective and consistent. In the Kindergarten, parents were involved in their children's development and were made aware of their progress in a timely manner. Online communication and other electronic messaging tools increased the efficiency of daily communication with the school. Parents appreciated that they were able to speak to teachers whenever necessary.
- The school's reports reflected appropriate and detailed knowledge of individual student's strengths. Parents also received helpful information on their children's attainment levels and clear next steps in learning.
- The school benefited from parental connections which enabled them to secure services for the school such as upgrading the security systems. The school collaborated with other schools on leadership and innovation to add value to students' learning.

Governance

Acceptable

- A wide range of representatives, including the staff, parents, senior students and community representatives were members of the School Board. The board met twice yearly and received reports from the school on progress against actions on the improvement plan.
- The School Board had a general overview of the quality of the school's work, but did not have a sufficiently detailed knowledge of key aspects of students' achievement.
- The School Board ensured that resources were improved where necessary, for example by provision of laptop computers and organising a sponsor to provide additional equipment for the school gym.

Management, staffing, facilities and resources	Good ↑

- Leaders and others organised the day-to-day life of the school effectively. They timetabled classes systematically. However, science classes were usually held at the same time, thus restricting access to the laboratory.
- The school was well staffed with appropriately qualified teachers. The deployment of teaching assistants in the Kindergarten had improved and the assistants had positive effects upon the learning of children.
- The premises were of good quality. The school was in the process of enlarging the canteen and re-designing the swimming pool area to form a Kindergarten play area.
- With the School Board, senior leaders had augmented the school's stock of resources. They had provided e-learning programmes for mathematics and science, increased the school's stock of laptop computers and other electronic resources and provided new textbooks in some areas.

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	**Number**	
Parents* 	**2015-2016**	123
	2014-2015	93
Teachers 	39	
Students 	80	

*The number of responses from parents is based on the number of families.

- A large minority of parents responded to their survey, this was an increase on the previous year. Almost all teachers, and a majority of students responded to their surveys.
- Almost all the parents who responded were satisfied with the quality of education the school provided. Parents were satisfied with their children's attainment and progress in mathematics, science and Arabic as an additional language, but were less positive about attainment and progress in Islamic education.
- Almost all parents believed that their children were developing good learning skills and that assessments were helping the children to improve. They also believed that their children enjoyed school and were developing social and cultural values.
- Most parents believed that their children were offered a varied range of subjects and extra-curricular activities, and that their children were well prepared for the next stages of their learning.
- Most parents thought that the school listened to their views and that the reports they received on their children's progress were helpful.
- Most teachers expressed positive views about many areas of the school. They believed that the school was well led and that they had a voice in the school. They felt involved in school self-evaluation and review of the curriculum.
- Students believed that their school supported them to improve and have a positive experience. A few were less satisfied with bullying incidents and how these were dealt with by the school.

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