

Raffles International School – South Campus, Dubai

British Schools Overseas Inspection Report

Inspection dates 16-19 November 2015

Lead Inspector Jim Alexander

Team members Pauline Barker
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Age group: 3-16
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from CfBT Education Trust who spent four days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

The BSO inspection was combined with an inspection carried out with inspectors from the Dubai School Inspection Bureau (DSIB). The DSIB inspection evaluated the school's performance when measured against the quality indicators for schools in Dubai. The outcomes of the DSIB inspection are contained within a separate report

which is available from the Knowledge and Human Development Authority (KHDA) in Dubai.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100% Vast/overwhelming majority or almost all
75–90% Very large majority, most
65–74% Large majority
51–64% Majority
35–49% Minority
20–34% Small minority
4–19% Very small minority, few
0–3% Almost none/very few

Information about the school

Raffles International School - South Campus is a private school which opened in September 2007. It is situated in Al Baghla Street, Umm Suqeim. The school provides education for four to 14 year olds and currently there are 1693 pupils who attend the school. Of these, 220 children are in the early years and 221 pupils are in the secondary phase. There are 96 different nationalities represented at the school. The majority of pupils are learning to speak English as an additional language. Very few pupils have been identified as having special educational needs. The school provides a Montessori curriculum in the early years, Cambridge Primary (CP) in Key Stages 1 and 2 and Cambridge Secondary (CP1) from Year 7 upwards. This is the first year where pupils in the school will take International General Certificate of Secondary Education (IGCSE) examinations. When pupils leave the school, they go on to attend a wide number of international schools. A number of new staff joined the school this year, including 25 teachers in the primary years.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by three CfBT Education Trust inspectors. The inspection was conducted jointly with a team of 13 DSIB inspectors and a separate report was written. The school was given three weeks' notice of the start date of the inspection. The inspection team had access to a wealth of information about the school prior to the inspection. Schools in Dubai are required to submit documents online each year and inspection teams can view these. The inspection team used the same evidence base for reaching the judgements found in both reports. Over four days, inspectors visited 143 lessons; one of these observations was jointly observed by the headteacher and lead inspector. Inspectors held 79 meetings to interview senior leaders, staff, pupils, parents and advisory board members. Inspectors reviewed parent questionnaires and other surveys completed by the school of parents' views. The team scrutinised pupils' work and school documents including the school's self-evaluation; improvement plans, policies, assessment systems, and safeguarding procedures. They generally observed the school at work and followed up on any issues raised.

Evaluation of the school

Raffles International School is a good school. It provides a good quality of education for all its pupils and meets the standards for British Schools Overseas.

Children in the **early years** make outstanding progress. Most of the children who start school in the early years speak very little English. However, they are provided with a wide range of opportunities to develop their skills and, as a result, their confidence soon grows. By the end of their time in the early years, most attain at least the level expected in the UK and a majority does even better. This is a considerable achievement given their starting point. The skills children have in mathematics are more typical for their age when they start school. They are helped to make outstanding progress in developing their number skills and understanding of shape and space; they are very well prepared to start Year 1. Children make increasingly good progress in science and their understanding of the world around them. During the inspection, children investigated seeds and planted petunias in the garden. They could name different parts of the plants, understanding that plants need water and sunlight to grow. They also experimented with objects to predict which would float or sink and they could verbally explain their thinking. Children make increasingly good progress in their acquisition of science-related vocabulary, knowledge and skills.

The progress primary-age pupils make in **English** is good overall, but sometimes varies from class to class, especially in the lower primary classes. In classes where there is strong teaching, progress is very good. Pupils who speak English as an additional language also make very good progress. By the end of Year 2, the majority of pupils reach standards that are above those expected for their age. By the time they reach Year 6, pupils are writing with increasing accuracy and a few are highly creative in their use of language. Attainment in reading and in speaking and listening is higher than in writing and most pupils, including those who speak English as an additional language, are reading competently and with expression. They are also able to express themselves fluently and can listen well to others and follow instructions accurately. The good progress pupils make in English continues through the secondary phase and leads to standards that are above those expected. Some pupils, however, find it hard to express their increasingly sophisticated ideas in writing. Pupils progress very well in the study of literature and empathise with characters. For example, Year 9 pupils put themselves in the place of characters in the novel *Of Mice and Men* and examine their feelings after a particular incident. In their study of modern British poetry, pupils in Year 10 identify and analyse techniques used by poets and their intended impact. Pupils develop their writing skills well and are able to write fiction and also discursive essays, for example as they examine the impact of computers on modern life.

The progress made by pupils in **mathematics** is good. Progress across Key Stage 1 is good and, as a result, by the end of Year 2, pupils' attainment is above that normally expected for their age. This good progress continues through Key Stage 2 and so pupils' attainment by the end of Year 6 is well above that expected for their age. However, there is some inconsistency in the progress made by pupils in a small minority of some primary phase lessons. Here, expectations of what pupils can achieve are not always high enough and the pace of lessons is not always quick enough, which limits the progress pupils make. Pupils in the secondary school also make good progress and they reach standards that exceed the expectations for their age. Pupils in Year 10 are currently working towards their mathematics IGCSE, the

first time this qualification has been offered at the school. Disabled pupils and those who have special educational needs are supported well in the majority of lessons and make good progress from their individual starting points. In most lessons, the most able pupils are also provided with work that challenges their thinking and extends their understanding; consequently, their progress is also good.

Progress in **science** is good in secondary. In primary, the progress pupils make is increasingly good in some classes, but remains varied in a minority of classes. Primary pupils' attainment is variable because teachers' subject knowledge and the quality of teaching are inconsistent. Where pupils learn most effectively, they carry out investigations and develop their scientific skills. However, pupils' learning is slower when teachers heavily direct these experiments and therefore restrict the development of problem-solving skills and opportunities for pupils to design fair tests. On occasions, lessons are worksheet driven, often focusing only on the development of scientific knowledge, which does not always provide sufficient challenge. In secondary, pupils' progress is good overall and some is outstanding. This is because teachers' subject knowledge is very good and there is greater consistency in the quality of teaching. Opportunities to develop knowledge, skills and understanding are more frequently balanced in lessons. For example, Year 9 learn about electrostatics and the concept of charge through investigations, clear teaching input, discussion and teachers' challenging questioning. As a result, pupils make good progress in lessons. The above average levels of attainment they achieve in tests are matched by the quality of outcomes in lessons. Attainment in physics and chemistry is higher than in biology. Having identified this, school leaders are now effectively addressing this relative weakness.

As well as achieving success in the core subjects of the curriculum, pupils' attainment in other subjects is above average and their progress is good. Pupils use information and communications technology (ICT) well to support their learning and the recent 'bring your own device' initiative is proving very popular. A particular strength is the quality of music across the school. Recently, pupils increased both their skills and self-confidence by visiting a professional recording studio, not only to record their own performances but also to mix and edit their work. The school is also proud of a recent performance of their classical musicians at a local recital.

Summary of other judgements against the BSO standards

The quality of the curriculum provided by the school is good (see Standard 1 below).

The quality of teaching and assessment is good overall (see Standard 1 below).

There remain inconsistencies in the quality of teaching within the primary phase, particularly within science lessons. The quality of marking is improving, but not all teachers are yet fully adhering to the recently introduced marking policy. At times, teachers do not always have high enough expectations of what pupils can achieve in the time available. Excellent practice clearly exists in the school but is not always shared widely.

Pupils' spiritual, moral, social and cultural development is good (see standard 2 below).

The welfare, health and safety of the pupils are outstanding (see Standard 3 below).

The Standard for the suitability of the proprietor and staff is met (see Standard 4 below).

The premises and accommodation meet the requirements of this Standard (see Standard 5 below).

The provision of information for parents meets the requirements of the Standard (see Standard 6 below).

The school's procedures for handling complaints meet the requirements of the Standard (see Standard 7 below).

The leadership and management of the school are good (See Standard 9 below). Even so, training for support staff to help pupils learning to speak English as an additional language and the extent leaders challenge their performance are not fully effective. Some subject leaders who are new to their role require further coaching to become highly effective.

As a result of this inspection, undertaken during November 2015, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The school meet the requirements of this Standard. The quality of the **curriculum is good**. The school has a curriculum policy which sets out the framework for its approach to developing learning. The school's mission is to 'empower students with a rigorous, holistic and international education for success in an ever-changing world'. This is based around the school's core values of achievement, respect, collaboration, integrity and responsibility. It is mostly successful in its aims. Leaders ensure that staff make good use of the immediate environment to support pupils' understanding of wider global issues. For example, pupils take part in activities to keep the beach clean, linking to their global environmental projects.

Transition between different phases of the school is good, but leaders recognise this could be better still. In the early years, the school is combining effectively its established Montessori approach with the requirements of the UK early years curriculum. This is bringing further improvement to the already outstanding provision. Leaders are now making sure that there are focused sessions for teaching and learning in the scientific aspects of the curriculum. The curriculum provides exciting opportunities for the children to learn through discovery.

The school's curriculum is based on the English National Curriculum and fulfils the requirements. In Years 1 and 2, there is a strong focus on English language development and on mathematics. Pupils learn about the wider world through the integration of humanities. Art, physical education (PE) and music are taught twice weekly until Key Stage 4 and pupils enjoy these aspects of their learning. The curriculum becomes more subject-based from Year 3 onwards and pupils choose a foreign language in addition to Arabic and English. Pupils develop ICT skills well in lessons. Personal development is addressed within form period time. This year, the school has extended into Year 10 and pupils have chosen a foreign language and two other subjects from a list of five other subjects. Pupils are following courses leading to IGCSE examinations. Pupils are prepared very well to transfer to other schools and are provided with a range of work-place skills which stand them in good stead for their future work life.

The curriculum has a strong emphasis on Britain. In English, pupils benefit from the study of modern and established British writers; history and geography courses have

very strong British themes which would support pupils' integration to the UK. A number of recent and valuable innovations have been made to the curriculum, including the introduction of the Circle of Culture, earth sciences and bringing devices to school to use ICT to support learning.

The timetabled curriculum is supported by school assemblies, many visits and events, and extra-curricular activities which extend and enhance pupils' learning. Highlights of the last year included an International Day in which over 50 countries were represented in an extravaganza of learning, National Day celebrations and a World Book Day. Last year, the experience of secondary pupils was enhanced through the Young Apprentice Project where pupils worked collaboratively to run a business and were supported in this by the Parents' Association. The curriculum is often differentiated well to support disabled pupils and those who have special educational needs as well as pupils who speak English as an additional language. Through the Young Learners of English programme, pupils learn English in a well co-ordinated way, both in class and in intensive sessions; some of these take place after school.

The quality of **teaching and assessment is good** overall, but can vary in different subjects and across phases. In the early years, teachers are skilled in Montessori methods and the vast majority of teaching is very effective. In secondary, the large majority of teaching is also of a high quality, particularly in English, mathematics and science. In primary, however, the quality of teaching is more variable, which can impact on the progress pupils make in lessons. The large majority of teachers have high expectations of what pupils can achieve in lessons and over time. Pupils respond very positively in these circumstances. However, a few teachers do not have such high expectations and, on these occasions, pupils can become more passive in lessons and progress slows. Within the school, there are many examples of best practice that can be shared with staff but some opportunities are missed.

Across all phases of the school, teachers' subject knowledge is mostly secure, ensuring accurate and confident teaching. The exception to this is in the teaching of science in some primary classes, where subject knowledge is less consistently secure. The majority of teachers demonstrate a range of teaching strategies to support pupils' learning well. Teachers make very good use of the resources and facilities available to them to stimulate interest and to introduce learning activities. ICT is used effectively and pupils are competent in the use of tablets and personal computers. Teaching assistants are receiving ongoing training and many make a very positive contribution to pupils' learning. However, some assistants, who speak English as an additional language, do not provide pupils with a good model of spoken English. In many lessons, assessment information is used effectively to set work that is appropriately challenging for pupils' differing ability levels.

Children's learning skills in the early years are strong. When given the opportunity, children in the early years collaborate well, support each other in their learning and find things out for themselves using books and ICT. Their ability to work independently is particularly impressive. In other phases, pupils generally have developed positive attitudes to their work. However, leaders have correctly identified that pupils' learning skills would improve further by providing more opportunities to problem solve and think critically.

Behaviour management strategies used by staff are effective and encourage pupils to behave responsibly. Relationships between adults and pupils are positive and contribute to pupils' willingness to respond quickly and to behave well. Teachers' assessments of children's and pupils' progress towards challenging targets are

strong in the early years and secondary and also in many primary classes. Teachers who mark pupils' work in line with school policy clearly identify the next steps for them to achieve in their learning. However, not all teachers follow the school's marking policy closely enough; consequently, the progress pupils make varies from class to class. Children's self-assessment is strong in the early years. Many teachers across the primary and secondary phases also provide opportunities for pupils to self-and-peer-assess. There are good examples across the school of where staff use what they know of pupils' starting points to set work which is interesting and challenging. Some teachers, however, are not using this information as effectively and, as a result, the progress of pupils in the primary classes is varied. Systems for monitoring and tracking pupils' progress have been a recent focus across the school. It is too early to measure the impact of these developments on outcomes.

The styles of teaching, learning and assessment are similar to those commonly used in schools within the UK, allowing pupils to easily enter or re-enter the UK educational system.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The school meet the requirements of this Standard. The spiritual, moral, social and cultural development of pupils is good. Attendance is very high and pupils arrive for school on time and ready to learn. Behaviour around school is good. Pupils are polite and respectful and relate well to one another. They understand and respect the school's values and are supportive of each other. In most lessons, pupils are enthusiastic and engaged.

Pupils understand what is right and wrong and have many opportunities within the curriculum to reflect on moral issues and on their behaviour and that of others. Pupils enjoy taking on responsibility; the appointment of head boy and girl was undertaken through a competitive and extensive application process including peers, staff and parents. Through such activities and the pupil leadership group, pupils have a chance to model exemplary behaviour and influence the school. A far greater number are involved in the bus scheme whereby they commit to supporting the safety of younger children on school transport. Where pupils have an opportunity to work collaboratively in class, they learn well from each other and thrive on opportunities to take responsibility.

Pupils play a key role in assemblies and this extends their understanding of a range of social, cultural and moral issues. During a Year 2 assembly, preparing for National Day, pupils gave a presentation on the seven emirates. In the secondary school, pupils led a meaningful assembly around anti-bullying. Such opportunities are immensely powerful in supporting the social and emotional competence of pupils as they present to others. Pupils feel their 'voice is heard' by teachers and school leaders and are confident to put forward ideas; they recognise how each individual contributes to the school's community. Pupils respect each other's cultures and are genuinely interested in the welfare and culture of peers from other countries.

From the early years, pupils learn how to become independent and show remarkable concern and support for each other. Through activities such as the Circle of Culture and International Day, they develop their knowledge and understanding of other cultures. They develop their ability to learning in a multicultural environment, preparing them to become tolerant and knowledgeable world citizens. Pupils enjoy engaging in community and charitable activities. Recently, they participated in an art

competition alongside the local special school, with whom they enjoy many links, and collectively, pupils from both schools won many prizes.

Currently, the impressive pupil leadership team is planning to extend the donations they make to a charity to support children in countries devastated by natural disasters. Pupils also contribute to the support of local workers through 'shoebox' appeals. Through many aspects of the school's curriculum, pupils learn about local culture in Dubai and the Emirates and their understanding of their immediate culture is therefore growing. For example, there was support for those who were fasting at the time of Ramadan. Pupils undertake much comparative study of the ways of life in many countries, one of which is the UK. They also take part in a number of celebrations and remembrances, such as Harvest and Remembrance Day. The latter is set in the wider context of Martyrs Day, thereby engendering a multicultural approach to learning.

Pupils' understanding of British life is developed through using British news and discussing topics of interest as they arise. Human rights issues are addressed also through the social studies and humanities curriculum and in English literature lessons. For example, pupils investigate the issues of asylum seekers coming to Britain through the study of a contemporary poem.

Standard 3. The welfare, health and safety of the pupils

The school meets the requirements of this Standard. The arrangements to ensure pupils' welfare, health and safety are outstanding. A range of policies are regularly reviewed, updated and consistently implemented to ensure high standards. Keeping pupils safe is taken seriously and is a priority for this exceptionally caring school.

Arrangements for child protection and safeguarding are robust and exceed the current requirements in the United Kingdom and the requirements of Dubai. High quality training is provided for all staff and rigorous child protection arrangements are defined clearly and understood by pupils, staff and parents to ensure pupils are exceptionally safe. Cyber and e-safety are explicitly taught to help protect pupils against abuse. Risk assessments are carried out as part of the planning for all trips and activities and, consequently, pupils and staff feel very safe and secure within school and when taking part in activities off-site. The school is made very secure by teams of guards on the premises 24 hours a day and by closed-circuit television. Regular drills ensure that adults and pupils know the procedures to be followed during evacuation of the buildings. Checks by the Civil Defence confirm that evacuations are effective and meet local requirements. In meetings conducted by inspectors, and through surveys, parents confirmed that they feel their children are safe in school.

Appropriate policies are in place to promote good behaviour and supervision of pupils is very effective. Pupils say that bad behaviour and instances of bullying are exceptionally rare. During the inspection, high quality assemblies focused on anti-bullying. Consequently, all pupils are very well informed and, should they have concerns or need support, they know which staff to contact.

The admissions and daily attendance registers are kept up to date and conform to local regulations. Pupils joining the school are supported exceptionally well and, as a result, settle very quickly. Transitions from one phase of the school to the next are carefully planned to ensure pupils are well informed. Secondary pupils are guided in

making their IGCSE choices. The school continues to develop the careers guidance which is offered to older pupils.

The school doctor and two nurses provide a high quality of care. Health and medical records are meticulously kept and stored securely. Medication is kept in a locked cabinet. The first aid policy is fully implemented and staff trained regularly. The medical team keep relevant teachers fully informed about the medical needs of individual pupils.

Healthy living is promoted strongly. School nurses support this by teaching lessons on making healthy food choices and regularly check lunchboxes to ensure this happens. Aspects related to healthy living are strong features in the curriculum and school assemblies. Timetabled physical education and opportunities for pupils to participate in a very wide variety of sports clubs and activities also promote a healthy lifestyle.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this Standard. The proprietor and advisory board have high expectations of senior leaders, who are rigorous in carrying out all required checks on current and new staff members. These ensure staff are suitable to work with children. Locally recruited staff are subject to similarly thorough checks. Staff appraisal procedures are well established and work well. Leaders have a very clear vision that all staff should have access to high quality professional development to ensure that pupils receive the best possible education and care. Appropriate support and challenge are provided when a member of staff is underperforming. School staff provide appropriate supervision for volunteers who support school activities and events. The school ensures that any volunteers, including parents, are vetted in a similar manner to employed members of the staff team.

Standard 5. The premises and accommodation

The school meet the requirements of this Standard. The premises and accommodation are of a high quality and support pupils' effective learning. Daily checks of the school campus, carried out by the administration manager, ensure that the premises are safe and any maintenance issues are swiftly addressed. Relevant authorities carry out regular checks of the premises and the school has all the certificates needed to operate. Effective systems are in place to ensure the security of the school. Cleaning and maintenance staff ensure that the buildings and classrooms are spotlessly clean and maintained to a high standard. Pupils are proud of their school and treat their surroundings with respect. Both the indoor and outdoor areas are litter free. The school's provision for preparing and consuming food is hygienic and well maintained.

Vibrant displays of pupils' artwork in public areas make the school attractive and give pupils a sense of pride. Classrooms are of a good size, provide attractive environments for learning and allow teachers to meet the needs of the curriculum. Resources are of a high quality and almost all areas of the school are well equipped. Effective use is made of the ICT available in classrooms, such as interactive white boards, and pupils use laptops and tablets to support their learning. Specialist teaching areas for music, ICT, PE, and humanities are resourced well. Good use is made of the well-resourced library.

Recent enhancements to the facilities include the artificial turf in outdoor sports and play areas and the addition of shades. These make the school look attractive and support and protect pupils in sports lessons and at break times. Good use is made of the indoor and outdoor accommodation in the early years. The swimming pools and the outdoor sports facilities are well maintained and used effectively to provide pupils with a wide range of physical activities, both in and out of school time. There is an appropriate number of washrooms for staff and pupils.

The school buildings allow safe access for all pupils, including disabled pupils and those who have special educational needs and there are appropriate medical facilities should these be needed.

Standard 6. The provision of information for parents, carers and others

The school meet the requirements of this Standard. The school communicates effectively with parents and creates a good partnership which supports the learning of children and pupils, particularly in the early years and primary school. Parents expressed strong levels of satisfaction in their responses to the survey about all aspects of the school. They are especially confident in the school's leadership and about the information they receive. Through the open-door policy, parents keep in regular contact with both teachers and school leaders and raise and resolve quickly any matters of concern.

Parents are involved in their child's education and, for example, attend a year assembly led by their children and participate alongside them in the keep-fit activity. There is a suitable complaints' policy if needed. This policy, along with others, is readily accessible on the school's website. Parents are involved in a partnership to support their children's learning. They receive comprehensive information on the school's approach to learning through a detailed curriculum map. In the early years and primary school, parents receive regular communication about what children are about to learn.

Workshops are held for parents to help them understand the content and methods of aspects of the curriculum; these are valued and well attended. Information is also made available for parents of secondary-age pupils. Parents receive regular reports on their child's academic and social progress with particularly helpful comments on areas for improvement in each subject.

There is a very active parents' association, PARIS. This engages in fundraising activities and also works closely with staff and pupils to support special events. It has also been very active in programmes such as the Young Apprentice Programme. Parents play a key role in the school's advisory board that works closely with the school and the board of governors. This group is consistently looking for new ways for parents' views to be taken onboard. As a result, parents believe that they are consulted very well in decisions affecting their children and that their input is valued.

Standard 7. The school's procedures for handling complaints

The school meet the requirements of this Standard. The complaints' procedures are clear and information is available on the school's website. School leaders have an 'open door' policy, which means that concerns or informal complaints are quickly resolved. Since the appointment of the current headteacher, the school has not had a formal written complaint. At their meeting with inspectors, parents confirmed that any concerns were dealt with fairly and in a timely manner. Parents spoke highly of the headteacher and school staff saying 'they always make themselves available; no concern is too small for them.'

Standard 8. The quality of provision for boarding

Not applicable.

Standard 9. Leadership and management of the school

The school meet the requirements of this Standard. The leadership and management of the school are good. The headteacher was appointed in September 2014 and, since then, the school's leadership has gone from strength to strength. The proprietor and those responsible for governance have increased the size of the senior leadership team from three to nine members. This new team has wasted no time in getting to know the school's many strengths and what could be improved further. Their own evaluation of the school's provision and how well pupils achieve is accurate and improvement plans are focused on the right priorities.

The headteacher is highly effective in giving the school a clear vision for excellence and providing a supporting and caring ethos where pupils and staff are valued equally. There is no tolerance of discrimination of any kind. Since his appointment, the headteacher has led improvements to the provision for disabled pupils and those pupils who have special educational needs. This provision is now good. He has also ensured that those pupils who speak Arabic as a first language are making much better progress than previously and are reaching higher standards. The proprietor and the advisory board have been instrumental in leading the drive to further improve communication with parents. Many parents who took the opportunity to speak with inspectors confirmed that communication with parents '...is so much better than before'.

Leaders have significantly improved the opportunities for staff to attend training and arrangements to manage staff performance are good. However, leaders recognise that there is now still more to do to raise the effectiveness of support staff in helping pupils who speak English as an additional language. Many of the school's subject leaders have been appointed in the past two years and some remain in need of support to ensure they become highly effective in their role. Those responsible for leading the English curriculum have been particularly successful in leading improvements to the overall provision for those pupils who speak English as an additional language. The leaders of mathematics have overseen developments to the secondary curriculum as pupils in Year 10 are now successfully working towards their IGCSEs. The large majority of mathematics teaching is good and some outstanding. Leaders recognise that there is much good practice in the school to help make sure all teaching is as good as the best. Those responsible for leading the science curriculum have ensured that provision for secondary pupils is good and

there is some which is excellent. Again, there is much effective practice to share with some primary teachers to make sure pupils in these classes benefit from such good quality opportunities.

The leadership of provision in the early years is outstanding. As a result, children benefit from an excellent start to their school life, make outstanding progress and are very well prepared to start Year 1. The early years leaders are effectively training and supporting staff as they begin to combine the effective Montessori approach to teaching and learning with requirements for the new early years curriculum.

The advisory board is very effective. Members use their wide range of professional skills and experience to support the Chief Executive Officer (CEO) in her role. They know the school well, provide good support and are successful in holding the senior leadership team to account. They work closely with the senior team to meet challenges and bring about improvement. Clear financial management underpins the school's development. The separate responsibilities of the advisory board and the school's senior leadership team are clearly understood and respected by all. Procedures for the recruitment of staff and their induction are robust.

School leaders are good role models for pupils. The headteacher in particular has a positive presence around the school and is always available at the start of the day to welcome pupils to school. Pupils readily converse with adults in a mature and confident way, and they clearly enjoy their school experience. School routines and the day-to-day running of the school is calm and purposeful, hence learning can take place in an ordered environment where pupils feel safe. Security arrangements are strong and safeguarding vigilant.

Compliance with regulatory requirements

Raffles International School – South Campus fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

Increase consistency in the quality of teaching and learning so that learning is consistently at least good, by:

- making sure that the best practice within the school is shared more widely, for example in science
- ensuring that the marking and feedback in books are consistent with the school's marking policy
- using the information gained from assessing pupils' progress more consistently to inform effective lesson planning, so all primary-age pupils make the best possible progress in lessons.

Improve further the effectiveness of leaders, by:

- maintaining the commitment to train support staff and challenge their performance, so pupils who speak English as an additional language can be helped to make the best possible progress
- continuing to provide ongoing coaching to subject leaders new to their role.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

Not applicable	N/A			
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Leadership and management

Overall effectiveness of leadership and management		√		
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School details

Name of school	Raffles International School – South Campus
Type of school	Private
Date school opened	September 2007
Age range of pupils	3-15
Gender of pupils	Mixed
Number on roll (full-time pupils)	1812
Number on roll (part-time pupils)	0
Annual fees (day pupils)	Nursery AED 36,500 FS2 AED 27,981 Year 1 AED 33,577 Year 2-4 AED 43,426 Year 5-7 AED 52,380 Year 8-10 AED 59,096
Annual fees (boarders)	N/A
Address of school	Al Baghla Street Umm Suqeim 3 Dubai, UAE
Telephone number	+971 44 271 200
Email address	office@rafflesis.com
Head teacher	Mr Michael William Clack
Proprietor	Innoventures Education

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by CfBT

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

CfBT Education Trust – CfBT is one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in CfBT Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner CfBT Education Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school’s work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children’s Services and Skills is the non-ministerial government department of Her Majesty’s Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school’s work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils’ learning.

With 40 years' experience of delivering education services worldwide CfBT Education Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. CfBT staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

CfBT has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

CfBT first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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