

# Regent International School

## British Schools Overseas Inspection Report

**Inspection dates** 23-26 November 2015

**Lead Inspector** Robin Attfield

**Team members** Helen Donnellan  
Paul James

**Age group:** 3-18  
**Report published:** Dec 2015  
**Report reference no:** 1029

## 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

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

### 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

Regent International School is a British international school, located in the Greens area of Dubai’s Emirates Hills. The school was established in 1992. The school is a member of the Fortes Education group of schools. It provides education to 1499 pupils aged three to 18, making it smaller than many similar all-age schools in Dubai. Over half of the pupils are in the primary section of the school. The school has a diverse population representing over 80 different nationalities; approximately 20% hold British passports. The school has a minority of pupils who speak English as an additional language. The school has identified 83 pupils as having some form of special educational need. The school offers the Early Years Foundation Stage (early years) for its kindergarten children. Pupils over five years follow a programme of learning formed around the English National Curriculum. In the secondary school, pupils take General Certificate of Education (GCSE) and the International General Certificate of Education, and in the newly established sixth form, students take AS and A level examinations. Pupils across the school also participate in international tests. This enables the school to compare pupils’ performance with others internationally. Students who leave from the sixth form go on to a range of universities; younger pupils leave for schools in Dubai and across the world.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three CfBT Education Trust inspectors. The school was notified of the inspection date three weeks in advance. On this combined inspection, there were also 10 DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 127 lessons. They held meetings including those with the Principal and other school leaders, staff, pupils, parents, and members of the school's advisory board. 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. Inspectors observed the work of the school and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and pupils and followed up on issues that were raised.

## Evaluation of the school

Regent International School is a good school that meets the requirements of the British School Overseas Standards. Pupils make good progress from their starting points because they enjoy good quality teaching and a good overall education. Children in the early years have an excellent start to their education. Outcomes for pupils have been improving and the current leadership has the capacity to continue the school's ongoing development.

Attainment in the school is above average in the core subjects of English, mathematics and science. Pupils make good and often outstanding progress, especially in the early years and in the classes in the lower primary school. In the early years, children attain levels of performance which are significantly higher than the United Kingdom (UK) average in all respects.

Attainment is above average in **English** and progress is good overall and strongest in the early years. Children from varying starting points quickly attain above expected levels in listening, speaking, reading and writing and make outstanding progress. They are confident to share thoughts and ideas using diverse vocabulary and increasingly complex grammar. On entry to the primary school, most write sentences with a clear purpose and are keen readers.

Pupils build their language skills and knowledge through Years 1 and 2 and relish opportunities to write for real purposes and audiences. For example, Year 2 pupils create comic stories for 'buddies' in the early years, and confidently use features of a story, including figurative language and dialogue to develop the plot. They use spoken language to evaluate, challenge and extend their learning in investigations and problem-solving across the curriculum.

Pupils' fluency and interest in reading develop through guided reading books and exposure to a broad range of literary genres. Pupils describe themselves as readers, authors, writers, poets and critics, rather than learners of English. They apply their knowledge of grammar to write creatively and are confident to spell challenging or unfamiliar words. Handwriting is practised throughout the early years and primary school, but the handwriting of pupils in the secondary school is weaker than it should be with a small minority of pupils using print as opposed to cursive script.

By the end of Key Stage 4, pupils use their strong command of written and spoken vocabulary and complex language structures to convey facts, describe emotions and explain their understanding. Pupils in Key Stage 4 study classical and contemporary English texts for IGCSE examinations and the majority attain international expectations.

In **mathematics** in the early years, children make outstanding progress and achieve very well when compared to UK national averages. In Foundation Stage 2, nearly all children are comfortable counting and understand what a number means and how to write it. Many know numbers and count fluently with numbers up to, and sometimes beyond, 20. Most know their shapes and all are keen to explore mathematical ideas. They have an excellent grounding for taking their studies into the primary school.

Most pupils continue to make very good progress in mathematics in the primary school, including disabled pupils, those who have special educational needs and those who speak English as an additional language. Occasionally, most able pupils do not make the progress of which they are capable as they are insufficiently challenged. By the end of Key Stage 2, pupils are comfortable with plotting co-ordinates and understand positive and negative numbers. They know their tables well and can carry out calculations involving decimals and fractions. They become increasingly confident in solving problems and in analysing the methods they use.

Attainment is high in the secondary school and, in 2015, most pupils were successful in attaining a good grade in their IGCSE examination which they sat a year early. Most pupils make especially good progress when their work is challenging when they rise to challenges.

In post-16 lessons, the relatively small numbers of students perform in line with their ability.

Attainment in **science** is always above average and sometimes better. In the early years, children's attainment in Understanding the World is outstanding with a large majority exceeding the Early Learning Goals. In the first year of the foundation stage, children hypothesise that a hat is required to go outside in the rain. They predict which material would be most suitable. They experiment, record their results using an electronic tablet, draw conclusions and then extend their thinking to try making an umbrella.

In primary science, the majority of pupils' attain significantly above UK, national and international expectations. They make very good progress. Attainment in the secondary and post-16 phases is in line with UK expectations.

Year 2 pupils acquire subject specific language and develop methods of scientific investigation, with a focus on observation and recording their findings when fossil hunting. By Year 4, pupils' experiments are becoming more scientific, as they investigate by modelling the significance of the size and shape of a camel's feet. They make predictions, carry out their investigation and even make simple evaluations of their method.

By the end of Key Stage 2, pupils gain technical understanding of the impacts of light variations and cerebral responses to stimuli while constructing their own visual illusions. They can hypothesise, predict and test their hypothesis. They then record and analyse their findings, draw conclusions and evaluate their methods.

In Key Stage 3, there is greater variation in both attainment and progress, with some Year 8 groups able to follow instructions to carry out an experiment to determine the level of energy that can be released from a variety of foods. While some pupils carry out carefully planned actions and rise to the challenge of constructing hypotheses, others are less logical in their approach. Many make predictions and then debate how to design a chemistry experiment comparing the salinity of seawater off the UAE coast with that of the UK coast.

In Key Stage 4, pupils have a strong grasp of scientific methods; they are comfortable with hypothesising, predicting and even critically analysing the flaws in their methods. They can review a myriad of variables and apply the rules of a fair test, when investigating how effective sweat might be in regulating temperature. In post-16 classes, students understand in detail how white blood cells fight against bacteria in the body.

Attainment is above average and progress is good in other subjects across the school and very good in some. Attainment in Islamic Studies and Arabic, both as a first and second language, is average although progress is improving, especially in the primary school.

#### **Summary of other judgements against the BSO standards:**

The quality of the curriculum provided by the school is good. The school does not yet provide enough individual guidance and support in careers education (see Standard 1 below).

The quality of teaching and assessment is good overall. It is outstanding in the early years (see Standard 1 below).

Pupils' spiritual, moral, social and cultural development is outstanding (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. They are of good quality (see Standard 5 below).

The provision of information for parents meets the Standard. It is of good quality overall but, occasionally, reports on pupils' progress are complex and hard for some parents to understand (see Standard 6 below).

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

The leadership and management of the school are good. The school is developing an appropriate balance between the support and challenge to staff to promote continuity in staffing and to help achieve the best possible standards in teaching and learning (see Standard 9 below).

**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 meets the requirements of this Standard. **The quality of the curriculum for pupils is good** in all phases and outstanding in the early years. It supports pupils' academic and personal development well and fulfils the requirements of the English National Curriculum. Planning takes account of recent developments in schools in the UK. These include the new National Curriculum in the primary and secondary school, and the AQA A Level Baccalaureate in the post-16 phase. Pupils are prepared well for any examinations they might encounter. This facilitates movement of pupils between Dubai and the UK education system at an appropriate level.

The implementation of this curriculum is particularly effective in the early years and primary school classes. Here, much learning is initiated by the pupils and integrates across subjects. Pupils develop very good skills of enquiry which underpins the way they are taught to learn. As a result, pupils have many opportunities to apply knowledge and skills they have acquired in the core subjects. The curriculum illustrates the school's philosophy, striving for active learning and experimentation, grounded in pupils' real-life experiences. This approach leads to pupils in these phases of the school making outstanding progress.

While responding to the English National Curriculum, planning is structured around eight themes, overseen by designated link teachers in the core subjects. The curriculum is well supported by a substantial programme of extra-curricular activities. Together, they ensure pupils of all ages enjoy an experience of linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

In the secondary phase, the curriculum has been adapted in response to announcements in England raising questions about the rigour of IGCSE examinations from 2017. This has led to a move towards General Certificate of Secondary Education (GCSE) examinations. The school has recently reduced the number of subjects studied, inevitably limiting pupils' choices at Key Stage 4; as a consequence, pupils have been able to study these remaining subjects in greater depth and examination results have risen appreciably. In contrast, the curriculum allows for all options to be taken up at AS or A Level, even if only one student selects a particular subject.

The curriculum is adapted to take account of the particular needs of several different groups of pupils. It is not always adapted well enough to meet the needs of all disabled pupils and those who have special educational needs; those identified as most able, gifted or talented benefit when challenged but this is not yet the case in a minority of lessons. Personal, social and health education (PSHE) is provided by the Education in Human Values (EHV) programme and by actively integrating PSHE within the context of Islam and the UAE, as well as reflecting essential British values as when pupils compare different systems of democracy, for example. Senior pupils

in Key Stage 4 and students in post-16 provision feel that this approach needs further adaptation to meet their needs. Careers education begins in the secondary school, including further education visits to universities and careers fairs. Senior pupils rightly feel there is not enough focused and individual support for their future careers and university applications.

Information and communication technology (ICT) is seen as an important tool for learning in the 21st century. The curriculum is enhanced by school provision of hardware and the Bring Your Own Device (BYOD) policy. Tablet computers support learning in many classes at all ages, including the early years. Interactive whiteboards are used very effectively in all classes to enhance learning opportunities for pupils of all ages. The school makes extensive use of the immediate environment with a number of visits to local places of interest that are well integrated into the curriculum, especially in the early years and primary school.

The curriculum is regularly reviewed for its relevance and appropriateness. It also focuses on transition between phases of the school. This helps to ensure that pupils are well prepared for the next stage of their education, wherever that may be.

**The quality of teaching and assessment is good overall** in primary, secondary and post-16; it is outstanding in the early years. Teachers have secure subject knowledge; where pupils learn most effectively they explore, innovate and take the lead in their learning. Teachers share their high expectations for behaviour and learning with pupils, who accept these, making lessons vibrant, focused and highly positive.

Pupils learning to speak English as an additional language make rapid progress. Teachers take different levels of expressive and receptive English into account when planning and delivering lessons. The 'individual needs' department works with disabled pupils and those who have special educational needs. However, the identification of these specific pupils is not sufficiently accurate to make the distinction between those who are learning to speak English as an additional language and those who are disabled or who have special educational needs.

The stimulating approach adopted in the early years continues in Key Stage 1 and the younger years groups in Key Stage 2, where teachers plan and deliver imaginative and captivating tasks and activities in lessons. Pupils quickly become fully engaged and gain knowledge, while they develop their skills for collaborative enquiry and independent learning. In Year 3 English, pupils apply their previous knowledge about grammar when discussing how to improve their writing, referring correctly to synonyms, similes, adverbs and tenses. Teachers pose challenging questions to engage their pupils in open-ended activities that hold their interest long after lessons finish.

Collaborative working is an established feature of lessons, for example 'Talking into Writing' is particularly helpful for groups of less able pupils in supporting accurate planning and rehearsal of extended writing. Resources are used well to support learning and allow all pupils to make progress. Learning support staff, in the primary school, discretely support individual pupils and groups in achieving their objectives. Teachers' lesson plans include learning objectives with an explicit focus on pupils' understanding of success criteria and on developing their skills to assess their own work and that of their peers.

Teaching is more variable in the later years of the primary and secondary schools where learning objectives focus on the task pupils are to undertake rather than what they will learn. This makes it difficult for teachers and pupils to assess what pupils have learned and what progress they have made. In secondary and in some post-16 lessons, teachers focus more on subject content linked to examination requirements and, as a result, independent learning through research and enquiry is limited. This is less evident in post-16, where the small class sizes promote group work and individual presentations, but too frequently the focus is on information provided by the teacher.

Assessment methods link to the expectations of the English National Curriculum and external examinations are used to gather data on pupils' progress. Written feedback to pupils is used increasingly to celebrate success and highlight areas to improve. In the primary school, pupils' responses to feedback show high levels of reflective evaluation, in-depth understanding of learning skills and their next steps for learning.

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

The school meets the requirements of this Standard. The spiritual, moral, social and cultural development of pupils is outstanding. Pupils are consistently courteous, polite and self-assured. They are confident when welcoming visitors to their school. Children in the early years and pupils in primary classes are enthusiastic about their learning and are keen to share that enthusiasm. Behaviour is excellent both in lessons and when pupils are moving around the school. Members of Student Voice (the pupils' council) from all year groups feel that the school listens to them and values their thoughts and ideas. This contributes to the positive attitudes to learning found in most classes; children and pupils develop their enthusiasm for learning in the early years and primary school classes where they are very much in control of their own learning.

Pupils are confident that everyone behaves responsibly and consider others well. Senior pupils work with those in the early years and lower primary school to support their learning. Almost all ideas for charitable support are initiated by pupils through the Student Voice committees. They feel that the school is very good at raising funds for less fortunate groups in the UAE and elsewhere in the world, such as in the Philippines and Nepal, following natural disasters. Some primary pupils organised a collection of men's shoes for a workers' camp in Dubai. Senior school pupils feel that more direct action could be undertaken. A growing number of pupils are participating in the Duke of Edinburgh Awards which helps develop their independence and awareness of others.

Pupils stated that, on the rare occasions when conflict occurs in relationships, it is dealt with swiftly and effectively. As a result, pupils believe that behaviour is exemplary and everyone cares for one another. This is supported by pastoral groups that bring together pupils of different ages. Primary school members of the Student Voice installed a Friendship Bench in school to support relationships and to help to integrate new or isolated pupils.

Younger pupils are very clear about the rewards for positive behaviours and senior students are equally aware of the sanctions that could be imposed. They are unaware of any significant imposition of such sanctions in recent years. Attendance at school is very high and parents of younger pupils indicate that children always

wanted to come to school even if they are ill. Punctuality to school is good and is excellent when moving from lesson to lesson.

Pupils' cultural and social awareness is developed through curriculum opportunities to raise global awareness. Pupils in the primary school undertake research comparing monarchies around the world. They show good understanding of the local Emirati culture. Pupils of all ages feel that the international nature of the school is a strength. Pupils work well together and are supportive of each other, irrespective of their individual backgrounds. National Day, International Day and festivals of several religions and cultures are seen as an opportunity to share global understanding.

Pupils absorb an understanding of British life and culture through the curriculum, with many novels studied by all ages providing insight. The issues from the novels are often used as a basis for thematic learning about culture and values. Values of tolerance, respect for freedom of expression and other human rights underpin the school's ethos. Pupils experience democracy through elections to Student Voice and for house captains. Those in leadership roles take their responsibilities very seriously.

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

The school meets the requirements of this Standard. The school's provision for the welfare, health and safety of pupils is outstanding. The school has a range of policies, which are subject to ongoing review, that make clear the responsibilities of all staff to the protection of its pupils. Suitable records are kept for admissions and attendance and effective systems are in place to follow up when pupils are absent. Pupils are supported well when they arrive in school. In the early years, exemplary teamwork develops between teachers and parents and so children quickly settle into routines and enjoy their learning.

Parents and pupils rightly have every confidence that their children are educated in a very safe environment. There is a detailed behaviour policy, including anti-bullying and rules are on display throughout the school. These are displayed in an engaging manner. Pupils understand these and are motivated by the use of house points. Suitable records are kept when sanctions are imposed. Pupils are always well supervised and the school is secure with good control of entrance and exit points. The school is on a busy main road and there is a high level of vigilant staffing at periods of arrival and departure to ensure safety of pupils.

The school keeps a close watch on all matters relating to safety both in school and when pupils are on visits. Health and safety walks are a regular activity of the designated senior staff. Regular and relevant risk assessments are undertaken as a matter of course. Where issues arise, they are addressed quickly. All appropriate checks are taken in relation to fire regulations and the quality of water, for example. Fire drills are undertaken regularly and the school is currently reviewing arrangements for lockdown. All physical education staff are trained as lifeguards and additional lifeguards ensure that there is safe swimming.

The school follows appropriate procedures for child protection. There is a named child protection officer in the school and she leads annual training for all staff. Staff are required to sign their commitment to supporting the school's child protection

policies. Very careful attention is given to ensuring that all staff are suitable to work with children and all relevant checks are undertaken as expected in the UK and required in Dubai.

Procedures for managing accidents and first aid are very good. The school has two full-time nurses and a part-time doctor who ensure that medicines are stored safely and that pupils receive suitable care when needed. Records are kept confidentially and parents are suitably well informed as needed.

#### **Standard 4. The suitability of the proprietor and staff**

The school meets the requirements of this Standard. Governance of the school is through the Fortes group. Its members are involved in the strategic development of the school through the chair of the governing group. He spends time in school regularly and is active in monitoring the school's performance through regular learning walks with senior leaders and through meetings with them. The governing group has established sophisticated data systems to support collection and analysis of data relating to school improvement. The chair is active in staff appointments and dismissals. Owners have undergone appropriate checks to ensure their suitability to work in a school in the same manner as school staff.

#### **Standard 5. The premises and accommodation**

The school meets all the requirements of the Standard. Accommodation and resources are good quality and meet all required regulations. The robust perimeter wall is manned by security staff and reflects the attention to keeping adults and children safe. Internal security is strong with electronic locking on all doors.

All areas of the urban site are fully used to create a stimulating and purposeful environment for learning. Buildings are weather-proof, well maintained and daily cleaning routines ensure high levels of hygiene. Washrooms are easily accessible for pupils of all ages and the separate changing facilities with showers for boys and girls at both swimming pools provide privacy. There are sufficient outdoor areas for recreation and play. Outdoor areas are used well to extend the learning of younger pupils and children in the early years. The school does not prepare food on site.

Classrooms and well-equipped specialist areas allow pupils to acquire knowledge and develop their skills. The spacious classrooms are well lit, ventilated and furnished with age-appropriate fittings which are in good condition. The classrooms and corridors in the early years are used exceptionally well to support children to make choices and learn through exploration and creativity. This allows them to acquire the knowledge and skills for independent learning, communication and physical development. Ramps allow those with limited mobility to access different levels of each floor and a lift has been installed to gain access to higher floors.

Resources in classrooms include interactive whiteboards, tablet computers, books and other materials which support learning for all pupils. The library is well-stocked for primary pupils with fiction, non-fiction and guided reading books. Resources for secondary pupils are still developing in order to support pupils' love of literature either through e-readers or printed books. Computers add to resources for research in the library.

Displays around the school celebrate pupils' success, are thought-provoking and motivate others to be curious and to learn. They celebrate both the heritage and culture of the UAE and British culture, history, way of life and literature.

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

The school meets the requirements of this Standard. The school's leadership is committed to developing positive relationships with parents. A large majority of parents expressed satisfaction with the school in their responses to the questionnaire. A parent liaison officer acts as a point of reference for many of their enquiries. This is appreciated by parents and issues raised through her are dealt with quickly. Leaders are highly visible and are available to parents when bring their children to school and at other times. The school has been innovative in communicating with parents in a number of ways using technology. Parents have a dedicated area on the school's website and can access all key school policies here as well as information relating to their child, such as homework. There is a regular, informative newsletter. A calendar of events sets out the programme for the year.

The school's owners and leaders are keen to involve parents in the school's future direction and recently held a well-attended event outlining the plans for the new school. A very small minority of parents are, however, unhappy about some of the arrangements in place in preparation for the new school.

Parents of children in the early years and in Years 1 and 2 are highly appreciative of ongoing communication between school and home and find teachers very open and accessible. Such teachers are keen to build a relationship that promotes parents and teachers as partners in children's learning and there are many opportunities for face-to-face meetings. Parents value parents' meetings where they discuss the progress their children are making.

Parents receive regular reports about their children's progress. A vast majority of parents feel that reports keep them well informed about their children's progress, although, occasionally, a few find the tables hard to understand. Reports for children in the early years are of high quality. Parents of children in the primary and secondary schools receive informative reports that indicate areas for development in each subject. The reports describe well what pupils need to do to improve.

## **Standard 7. The school's procedures for handling complaints**

The school meets the requirements of this Standard. There is a recently revised policy which sets out the school's staged approach to dealing with complaints in a clear manner. Emphasis is placed on dealing with matters informally wherever possible. The policy does not refer to the school's effective open-door policy or to the availability of the school's parent liaison officer. There have been no complaints since this policy was introduced. Parents expressed satisfaction in the way complaints were dealt with by the school.

## **Standard 8. The quality of provision for boarding**

There is no provision for pupils to board.

## **Standard 9. Leadership and management of the school**

The school meets the requirements of this Standard. The quality of the leadership and management of the school is good. Senior leaders work tirelessly to improve all aspects of provision and know their school well. They model effective behaviour, working well as a team. Many senior and middle leaders are new to post, having been appointed in response to internal and external reviews and in preparation for the school's move to a larger site. Subject leaders are already setting a clear direction for the work in their departments and building the trust of their colleagues. Their focus is rightly on building high standards of teaching and engaging learners.

School leaders work according to the school's values and have a clear idea of the school's intended direction. For example, the school is extending the very successful approach in the early years into the primary school. Accordingly, some staff have been redeployed from the early years into the primary school; this is proving highly effective in developing continuity in teaching approaches. Leaders are committed to developing creative learners who think critically and work both independently and collaboratively. They have also been responsible for giving pupils both more of a voice in school matters and greater responsibility; pupils are responding well to such opportunities.

The school has appointed a senior member of staff to lead the 'individual needs' department. She has very good skills and the school recognises that more time needs to be allocated to allow her to support and monitor practice.

School leaders, supported by efficient administrators, ensure that the school functions well on a day-to-day basis. Resources are well-developed and the environment for learning, especially in the early years and primary school, is stimulating. Leadership of the early years is outstanding as staff work collaboratively and creatively. This impacts directly on the children's enthusiasm and ability to learn.

School leaders, including those new to post, understand the school very well and, in particular, issues relating to teaching and learning. They are regularly in classrooms and are highly involved in monitoring and evaluation. They have completed self-assessment activities accurately and developed plans that are mostly appropriate. However, the wish to improve and the appointment of enthusiastic new leaders has, at times, led to planning with too many areas for action. Issues from previous inspections have been addressed well although progress in improving Arabic and Islamic Studies has only recently gathered pace.

The school has recently revised a number of its policies and these are readily available to parents. They are of good quality. Developed by senior leaders, these ensure safe practice for the welfare of pupils and detailed and appropriate measures when appointing new staff. Leaders are highly visible around the school and supervision of pupils is given a high priority.

The governing body, which includes parents and teachers, plays a key role in holding the school to account and in setting targets for senior leaders. Members meet regularly and receive and analyse data. They participate with senior leaders in regular learning walks around school. They are rightly committed to providing the highest possible standards in teaching and learning and have led a number of positive initiatives. They have, for example, been responsible for increasing the number of support staff in the primary school which has led to improved teaching and

learning. Systems to manage the performance of staff are improving. There is now a much better balance between challenge and support. This still has to embed fully so that there is greater continuity in staffing and lower rates of staff turnover.

The school's leaders are providing increasing opportunities for professional development and are supporting new staff effectively. These include coaching, peer lesson observations and training sessions run by school staff as well as attending courses and are helping staff to work in a systematic way in line with the school's values. They are empowering newly appointed middle leaders well.

## **Compliance with regulatory requirements**

Regent International School 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:

1. Revise the format for reporting to parents to make reports more accessible to them.
2. Provide more personal guidance in the careers programme.
3. When managing staff performance, embed the recent improvements and maintain the balance between the support and challenge to staff. Successfully promote continuity in staffing and help pupils achieve the best possible standards in teaching and learning.

## 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	NA			
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### Leadership and management

Overall effectiveness of leadership and management		√		
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## School details

<b>Name of school</b>	Regent International School
<b>Type of school</b>	All age
<b>Date school opened</b>	1992
<b>Age range of pupils</b>	3-18
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	1499
<b>Number on roll (part-time pupils)</b>	0
<b>Annual fees (day pupils)</b>	AED 37,247 – 85,429
<b>Annual fees (boarders)</b>	na
<b>Address of school</b>	The Greens, Emirates Hills, Dubai
<b>Telephone number</b>	+97143608830
<b>Email address</b>	info.ris@forteseducation.com
<b>Head teacher</b>	Ms Janet O'Keeffe
<b>Proprietor</b>	Mrs S Mankani

## 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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