

Regent International School, Dubai

British Schools Overseas Inspection Report

Inspection Dates: 13th to 16th October 2019

Lead Inspector: Stephen Fletcher
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Age Group: 3 to 11 years
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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 Education Development Trust who spent four days at the school. Education Development Trust 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).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust 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 its 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. These were updated with effect from September 2017. 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 DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

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
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO 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.

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

Regent International School (RIS), established in 1993, is a large primary school located in 'The Greens' area of Dubai. It is the sister school to Sunmarke School, Dubai. At the time of the inspection, there were 1044 pupils on roll aged from three to 11 years. The principal at RIS is in her fourth year in the role.

The school is organised into the Early Years Foundation Stage (EYFS) and primary phase, comprising key stage 1 (Years 1 and 2) and key stage 2 (Years 3 to 6). Pupils broadly follow the English EYFS statutory framework and national curriculum for England with adaptations for context. There are 60 members of the predominantly British qualified teaching staff. On leaving the school at the end of Year 6, a large majority of pupils go on to Sunmarke School's secondary phase.

RIS is an inclusive school and welcomes children from different ethnic and racial groups and backgrounds. Pupils are drawn from over 80 nationalities. The school has identified 42 pupils who have some form of special educational need and/or disabilities (SEND). A majority of children enter the EYFS with limited skills in English and few with experience of a child-focused approach to learning. Pupil turnover is high in some age ranges. For example, only 9 per cent of the present Year 1 classes started at the school in Foundation Stage 1 in September 2017.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out over four days by three Education Development Trust inspectors. The school provided the team with BSO registration and self-review documents prior to the visit. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. Inspectors visited 62 lessons and 23 meetings took place with staff, pupils, parents and carers and governors. Inspectors scrutinised pupils' work and documents including the school's overall development and action planning, assessment and recording systems, safeguarding policy and parental and teachers' responses to surveys. They observed the school at work and followed up any issues raised.

Evaluation of the school

Regent International School is an outstanding school and provides an outstanding quality of education for pupils from three to 11 years.

The school meets all the standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in English are outstanding in all phases throughout the school.

Children in EYFS make excellent progress in relation to their starting points. Almost all meet or exceed their early learning goals in preparation for the move to Year 1. Standardised assessments show that most pupils' attainment in key stage 1 and key stage 2 is in line with the English national averages and a large majority are achieving well above. Pupils' attainment in reading is high against comparable schools by the end of Year 2 and Year 6. Pupils with SEND make at least good progress in reading and writing by the end of key stage 2. Pupils' progress from their relative starting points in English is outstanding.

Almost all Year 6 pupils are fluent, independent readers. They use their good knowledge of punctuation and grammar to read with understanding and expression. They are able to extract information from a range of demanding texts and a variety of source material, including online resources. Most pupils' writing is grammatically sound and children write confidently at length for a variety of purposes because they have gained the knowledge and skills to do so. For example, in Year 6, they write persuasive letters and inspirational speeches about the UAE 'National Agenda'.

In Year 4 pupils remark: 'Marking helps us improve our writing and we are given time to respond to the teacher's comments and to edit our writing.' Year 5 pupils have a growing understanding of how to use more complex punctuation and grammar to improve their work. Progress in writing is underpinned by the numerous stimulating opportunities across the curriculum for pupils to talk through their own ideas, listen to the views of others and formulate opinions before writing. Almost all demonstrate high-level speaking and listening skills and considerable self-confidence in expressing their ideas.

Attainment and progress in mathematics are outstanding throughout the school. On entry to the EYFS, mathematics baseline data indicates that 52% of children meet the expectation with 47% who have skills and knowledge which are less developed than is typical for their age. In terms of their knowledge, understanding and skills, results for 2019 show that almost all children at the end of foundation stage 2 reach a good level of development with most exceeding this. By Year 6, most pupils are in line with the average for England with a majority exceeding it. Overall, pupils' progress from their starting points is outstanding across the year groups. By Year 4, 80% of pupils exceed expectations for progress. Pupils who attend the school for longer periods attain above national averages in England.

By the end of foundation stage 2, almost all children can work independently and count with numbers from one to 20. Most can place numbers and respond accurately to teachers' prompts. For example they can say which number is 'one more than' or 'one less than' a given number. Groups of children take turns to use a variety of objects, add and subtract two single-digit numbers and count on or back to find the answer. A group of foundation stage 1 children enthusiastically used the interactive whiteboard to explore shapes and can name circles, squares, triangles and rectangles. Year 2 pupils explored number sequences by counting forwards and backwards in threes and fours. Most-able pupils in Year 4 utilise their knowledge of multiplication and division facts up to 12×12 . Year 6 pupils demonstrated their mental mathematics ability when calculating the value of a missing angle in a triangle. Pupils use and interpret coordinates in all four quadrants.

Attainment in science is very high and the progress throughout the school is outstanding. In early years, children make excellent progress as they develop their understanding of the world. Through exploration and skilful questioning the children investigate what makes plants grow and they plant their own seeds considering the right conditions for growth.

Outstanding progress moves through to key stage 1, where science 'learning walls' follow a whole-school approach to develop consistency and to challenge the pupils. In some classrooms, the children test materials for absorbency and decide on whether their tests are fair.

In key stage 2, the progress in science continues to be outstanding and the learning is developed through key questions that encourage the children to explore, create a solution and carry out investigations leading to evaluations. The children also consider the health and safety implications when performing investigations and pupils' written notes on this are displayed in the classrooms. The key vocabulary is displayed in all classrooms and it is used consistently as the pupils develop their knowledge and skills to a very high standard. A pupil in Year 5 explained that she was

hypothesising about what might happen while carrying out an experiment into the solubility of liquids. Throughout key stage 2, connections are made with science and other curriculum areas. This is seen in computing where by using the school's learning platform, scientific knowledge can be shared and developed with all pupils.

Pupils make excellent progress in other subjects and make meaningful links between subjects. The standards in computing are very high. This is demonstrated by the pupils' application to learning and their articulate explanations of what they have learned. In physical education activities, the pupils' progress is outstanding due to the high expectations and high-quality teaching that develops important sporting skills. Music provision is outstanding with the pupils progressing quickly in the development of their musical skills due to the strategic planning, the use of resources and the high expectations. Pupils are working collaboratively to develop an ensemble: 'Rock Around the Clock'. In another lesson cross-curricular links were developed through the pupils performing a Viking 'rock' song.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching, learning and assessment is outstanding (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 the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this 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 outstanding (see Standard 8) below.

As a result of this inspection, undertaken during 13th – 16th October 2019, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards that cannot be achieved legally in the UAE. Those precluded are marriage and civil partnership; gender reassignment; sex and sexual orientation. The school's provision prepares pupils well to enter or re-enter the UK independent school system. 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 standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the curriculum provided by the school is outstanding. It is broad and balanced and enriched by a wide range of extra-curricular activities. A thematic approach is used across the school to develop learning through connections across subjects, context and the pupils' passions. The emphasis of the curriculum is to develop critically thinking students and the evidence of this can be seen through classroom displays and prompts throughout the school.

The implementation of the curriculum is developed through leaders' feedback to teachers. The evidence for this feedback is gained from coaching observations, book analysis and discussions with pupils and staff. The school prides itself on listening to pupils to help the leaders and teachers review the curriculum. The curriculum in the early years is designed around real-life experiences. For example, the focus was put on careers education in a foundation stage 1 class through a topic called 'Jobtropolis' where the children considered different jobs and what the impact of these jobs is in society. The 'Philosophy for Children' approach enhances the questioning skills across the school.

Courtesy and respect are evident in all classes and are further developed through the Positive Education Programme (PosEd). The PosEd programme develops the skills of collaboration, innovation and discovery through real-life challenges. The evidence of its impact is clear throughout the school because the children's attitudes to learning are outstanding. In upper key stage 2, the pupils prepare speeches to respond to the School Improvement Plan. This demonstrates very strong pupil empowerment and the whole process exemplifies the school's vision with excellent outcomes.

The additional activities that enhance the curriculum include an outstanding range of school clubs and activities. Through these activities, the pupils experience reflection, team events and opportunities for performance. There are 23 sporting squads and new sports are introduced into the school. Almost all pupils are enthused by the curriculum offer in physical education, which reinforces healthy lifestyles. The school provides a variety of activities and events that celebrate British heritage and culture. The curriculum demonstrates the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. It also provides opportunities for students to acquire skills in accessing and evaluating information from a range of media resources.

Curriculum subject leaders plan and develop the curriculum with the teachers and regularly monitor and evaluate its success. This monitoring is done through coaching and through meetings where colleagues moderate work and discuss planning and outcomes. Pupils with SEND have full access to the curriculum and are fully involved in the life of the school. There is a variety of support

which includes working in the classrooms and using additional support provided by the Achievement Centre in the school.

The quality of teaching, learning and assessment is outstanding. Enthusiastic teachers encourage pupils to do their best and celebrate their efforts and achievements. Pupils are motivated to learn and find enjoyment in their lessons, approaching new learning with enthusiasm. Their ability to work together is a strength and they have opportunities to share ideas, debate, discuss and deliberate. They listen, concentrate and focus on their learning because teachers challenge them with questions that extend their thinking. Almost all teachers have excellent subject knowledge and are clear about the progression in knowledge and skills pupils need to acquire in order to make good or better progress. School leaders are resolute in their drive to continually 'raise the bar' in terms of teaching quality. In doing so, they monitor, identify and support the further development of teachers' pedagogical skills. For example, the further extension of the teaching of phonics into key stage 1 has highlighted the need for targeted additional training in the systematic teaching of phonics.

In outstanding lessons, strong questioning, detailed feedback and plenaries support pupils in learning and enable them to think more deeply about their responses. Teachers' clear explanations of learning objectives sharply focus pupils' minds on their learning and motivate them to succeed in lessons. Learning is further enhanced by teaching that sets challenging tasks and stimulates thoughtful discussion and critical thinking. Pupils work well together using well-prepared resources to support their learning. Strong teaching encourages students to apply their knowledge and skills, to show interest in their work and to learn and think for themselves. The use of technology to enhance learning is a positive aspect throughout the school. A variety of teaching strategies stimulates interest, curiosity and creativity and encourages pupils to learn collaboratively as well as independently. Early years teachers have organised an imaginative and exciting environment providing stimulating opportunities for children to develop their language and mathematical skills.

The school has a clear assessment policy in place which sets out how teachers' assessment and formal external tests ensure that pupils' learning is monitored over time. It gives a framework for how the information gathered is used to support teachers and other professionals in setting accurate targets and planning work to meet the needs of all pupils. Assessment opportunities are planned into the learning sequences and teachers intervene at the point of learning to give concise oral feedback which enables children to address misconceptions. In the early years and key stage 1, teachers have devised an assessment system for phonics which enables them to accurately assess where pupils are in their learning and skills development. From Year 2 onwards, teachers make use of information from assessments to plan lessons in order to cater for children with verbal and special learning bias. Individual Achievement Plans (IAPs) ensure that pupils with SEND are catered for through lessons and high-quality interventions.

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

The spiritual, moral, social and cultural development of the pupils is outstanding. The school's vision of 'Enlighten, Empower, Excel' permeates the school. There are highly positive relationships between pupils, staff and parents. The pupils have a very strong sense of moral codes and appreciation of right and wrong which underpin their excellent behaviour. Leaders have high expectations and pupils' attitudes to learning are exceptional. In key stage 2 lessons, they demonstrate high levels of motivation and resilience, working with increasing levels of independence and perseverance when the work is difficult.

Pupils are confident, enthusiastic learners who are excited by acquiring new knowledge and skills. This is evident in high levels of participation in the diverse range of extra-curricular activities that extend or reinforce learning. In sport, pupils are encouraged to be highly competitive but to respect all participants that take part in the game. Pupils come from a wide range of cultures, faiths and backgrounds. The school has a comprehensive spiritual, moral, social and cultural (SMSC) programme which celebrates the diversity of the school, while instilling appropriate values about what it means to be British. For example, the pupils learn about 'Remembrance Day' and some pupils attend the Remembrance Day Service at the British Consulate. Pupils celebrate British culture during the school's International Day. They follow British sporting successes and a British Olympic swimmer has recently visited the school to talk about her experiences.

The 'Values in Action' Programme and 'Positive Education' ethos ensure that children celebrate each other's similarities and differences. Discussions with pupils and staff and scrutiny of pupils' work and of curriculum plans show that the school encourages respect for and tolerance of those who may be different from themselves. Leaders pay due regard to promoting respect for and tolerance of age, disability, pregnancy and maternity, race, religion and belief as set out in the Equality Act 2010. However, due to local laws, they are unable to meet the requirements of the Act fully in relation to gender reassignment, marriage and civil partnership, sex and sexual orientation. Year 5 and Year 6 pupils understand that they have a valuable place in society and that they can and do make a difference to others. For example, they have been involved in the 'Beach Clean' events, turtle rehabilitation and often raise funds for different charities. During the last academic year, the school raised 20,000 UAE dirhams for Syrian refugees in Jordan through the 'Dubai Cares' initiative.

Personal, social, and health education provides pupils with a broad and balanced pastoral education with dedicated mindfulness and Moral Education lessons. They reflect and think deeply about moral issues. They listen carefully to each other and are patient if peers struggle to articulate their ideas. They say that there is very little bullying in the school and if it does happen the teachers act quickly to stop it. The school's nurses and doctor give talks to children about how to stay physically and mentally healthy and how children's bodies change as they get older.

The Pupil Council is effective and there is evidence that pupil leaders have a genuine impact on the day-to-day running of the school. For example, they are currently involved in the development of 'The Regent Charter'. This is a list of opportunities for pupils to benefit from during their time at the school. The 'Pupil Voice' is collected annually, with data analysed and actions taken when possible and appropriate. Parents are invited to 'Mindfulness Monday', which is organised around sessions the school provides with speakers, workshops and presentations for parents about potential issues that children face. For example, a clinical psychologist gave a talk on dealing with childhood anxieties and workshops have included how to manage 'screen time'.

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

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

The welfare, health and safety of the pupils are outstanding. Safeguarding systems are strongly in place with rigorous training for members of staff, who are fully aware of their safeguarding responsibilities. They are attentive to the school's policies and follow the school's code of conduct agreed by all. A safeguarding governor also holds leaders to account. Relationships between teachers and pupils are outstanding. They help to ensure that pupils settle easily into the school. The strong values of the school enable all pupils to be safe, happy and ready to learn and this is demonstrated through high overall levels of attendance and punctuality. The admissions and attendance registers are consistently maintained.

Pupils actively demonstrate a high level of self-awareness and self-confidence. They readily accept responsibility and leadership roles. They have a good understanding of safety and there are a variety of strategies to support the pupils and enable them to feel safe. For example, there are sun-safety displays which encourage pupils to apply sun protection, wear a hat and wear sunglasses. There are clear and effective anti-bullying policies and strategies to support all pupils. Pupils comment that there is always support from adults and there are no reported incidents of bullying. Teaching programmes, for example the PosEd programme, proactively teach children to develop their mental resilience.

The level and quality of supervision are high, with all staff providing a safe and caring environment for pupils. This includes supervision through the appropriate deployment of staff at the beginning and end of the school day. The systems and organisation for the children entering and exiting the school are exemplary. Security guards are positioned at the school entrances and the leadership team observes health and safety and checks on access to the site. Teaching assistants meet early years children and take them to their classes.

Daily health and safety checks take place and these are reported to the principal during the morning each day through a computer-notification system. There are clear fire plans and robust standards and procedures are followed. The pupils enjoy healthy lifestyles supported through the

provision from the school nurses. Medical profiles and a register of allergies are available, with pictures of pupils, to enable supply staff to use the system to keep pupils safe. The 'Eat a Rainbow' display in the canteen is an excellent example of how the school promotes healthy lifestyles. Lunches meet nutritional standards and children are encouraged to develop hygienic habits, for example washing hands correctly, through visual reminders in the canteen. The School Counsellor provides knowledge, support and expertise for all staff and pupils.

Standard 4. The suitability of the proprietor and staff

The standards for the suitability of staff, supply staff and proprietors are met. The responsibilities regarding safeguarding and the welfare of pupils are clearly understood and effectively distributed. This is supported through annual training provided for all staff by the principal, who is the designated safeguarding leader. Robust and rigorous checks are carried out on the proprietor and the proprietorial body.

The principal disseminates information about safer recruitment to the Safeguarding Team, the heads of school who are the child protection officers. Membership of the team is clearly communicated across the school through displays. There is a safeguarding and child protection governor who communicates the procedures and structures to the Advisory Council. The activities manager, government liaison officer and operations manager also form part of the very comprehensive Safeguarding and Child Protection Team.

The school carries out appropriate checks including Dubai police and Emirates ID checks that confirm that the person has a visa to work in Dubai. It secures references from previous employers, including the teacher's last headteacher. A single central record is robustly and rigorously maintained. All the appropriate checks are also made of supply teachers. A strong safeguarding culture is maintained across the school. Contractors working at the school are also rigorously checked in line with the school's policy.

Staffing levels are more than adequate for the successful teaching of the curriculum. All teaching staff have qualifications appropriate to their role. A performance management procedure for staff is well established and works well to improve the careers of those working at the school. There are many opportunities for professional development for staff. These include staff completing appropriate leadership qualifications while working at the school.

Standard 5. The premises and accommodation

The premises and accommodation meet the requirements of the standard. Pupils enjoy an outstanding learning environment. The excellent sports facilities and resources enhance their participation in an outstanding range of sports and physical education activities, both during and outside of normal school hours. The canteen serves a high-quality range of food, including healthy options. Classrooms are a good size and well resourced. This enables teachers to meet pupils' learning needs in a variety of ways. For example, in a Year 4 mathematics lesson, pupils utilised corridor space enabling the size of teaching groups to change quickly, depending on the nature of

the learning task. Libraries are well stocked in the early years and primary phases. The school provides computer suites, dedicated music rooms and a multi-purpose hall.

Fire-safety procedures and maintenance are included in the daily risk assessments, which are completed for all areas of the school. Staff across the school, including class teachers, complete health-and-safety checks on a daily basis. Sixteen members of staff are trained to provide first aid. The learning environment is organised to promote choice and independence. The resources and areas laid out for free exploration in early years and key stage 1 give pupils the choice of how they will facilitate their own learning. Flexible seating in key stage 2 provides pupils with choice and independence.

The school premises are cleaned and maintained to a high standard. Pupils take a great pride in the school environment and treat their surroundings with respect. There is safe and secure access for all pupils, including those with SEND, and there are appropriate medical facilities should the need arise. There are highly effective systems in place to ensure the safety and security of the grounds and premises.

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

The provision of information for parents, carers and others meets the standard. The school's website is informative and provides a comprehensive range of curriculum and organisational-information brochures, policies and contact details to which prospective and current parents have access. The parents' portal is the main tool for communication along with face-to-face conversations, email, e-newsletters and blogs. Digital screens and notice boards in the school's communal areas share key information. Parents comment very positively on the high quality of the information they receive and how promptly staff members respond if they have a query. The parent-liaison officer ensures that all issues and concerns are shared with teachers or the school's leaders and resolved in a timely manner. Direct contact with teachers is highly valued by parents.

Classrooms are open after school on Thursday afternoons to enable parents to view their child's learning and to discuss progress with the class teacher. Further engagement takes place through curriculum evenings, workshops, access to their child's digital portfolio and newsletters. Key information is shared through the parents' virtual learning environment (VLE) including weekly class announcements and newsletters. Parents are also kept apprised of their child's progress and development through termly and half-termly reports. Concerns raised by parents are investigated quickly and efficiently and in line with the school's established policy.

The parents' group Friends of Regent International School (FRIS) supports school enrichment activities and events such as UAE National Day and International Day. Parents are invited into school as speakers, to support school trips, as reading volunteers and participants in themed days and whole-school events. Parental representatives on the Regent International School Advisory Committee participate in dedicated sub-committees to focus on the school's key priorities. The outcomes of such sub-committee meetings, along with parents' and teachers' surveys and

discussions are taken into account in the school's development planning. Strong relationships have been forged with parents whose children have SEND. Families work in full partnership with the school to support their child's learning and personal development.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this Standard. There is a detailed written formal complaints and whistleblowing policy that is transparent, open and effective and takes into account local laws and regulations. It is made available to parents of pupils via the website VLE. All complaints are handled seriously and sensitively. The school provides a written response within five days and the target is to complete any inquiry within 15 working days from the date of the initial written response. Any issues and subsequent actions are recorded on the information-management database. If the parent is still not satisfied with the outcome, the policy clearly indicates how the matter may be taken further, including to Ministry of Education level.

Standard 8. Quality of leadership in and management of schools

The leadership and management of the school are outstanding. The principal and senior leaders ensure that leadership responsibility is distributed very effectively among the team. This has resulted in improvements since the last BSO inspection visit in 2015. The highly effective principal is skilled at developing the potential of leaders at all levels and is determined that all who work in the school, either as pupil or adult, will reach their full potential.

Senior leaders are highly effective, skilled practitioners and display a high level of professional competence. They communicate a clear view of the school's aims so that all staff are clear about and committed to their roles in achieving the school's vision. The distributed-leadership model ensures that leaders at all levels have defined roles and responsibilities. There is a strong sense amongst stakeholders of the key, unique characteristics of the ethos, the learning that takes place and the relentless journey of improvement. Led by the inspiration and experience of the principal, senior leaders have a clear vision for excellence. There is a high level of competence and commitment at all levels. The roles of senior and middle leaders are clearly defined, understood and aligned to the school's priorities. Leaders are very receptive to external evaluation of the school. This has enhanced their excellent capacity for further improvements.

Staff are fully involved in systematic self-evaluation, which has the clear purpose of improving the quality of pupils' experiences. Self-evaluation is rigorous and generates accurate evidence, which contributes significantly to procedures for assuring quality. Parents, pupils and others help to identify the school's strengths, development needs and planning priorities. Senior and middle leaders monitor teachers' plans, evaluate students' classroom experiences, track students' attainment and evaluate their progress towards meeting agreed targets. Performance management arrangements enable the leadership to evaluate accurately and address the professional needs of staff and manage change quickly, flexibly and successfully.

The school benefits from strong and extensive partnerships, including those with other schools, that effectively support pupils' development. For example, staff join with other schools to moderate

pupils' assessment outcomes. The strong relationships with parents help to improve their children's learning and raise standards.

Governance includes wide representation of the school community and actively promotes the inclusion and diversity that underpin the school's ethos. The Advisory Council (RISAC) includes a member of the Board of Directors and parents with close links to FRIS. Together they routinely seek stakeholders' views and gain an up-to-date and comprehensive knowledge of the school. For example, a survey of parents' and teachers' views took place in June 2019. Parents indicated strong support for the school and its leadership. An overwhelming majority of parents feel that the school promotes pupils' respect for others and prepares them to be caring, positive young citizens. Almost all teachers who responded are positive about all aspects of the school's provision. A few teachers commented on professional development activities not always fully meeting their individual professional needs. Both RISAC and the Board of Directors respond promptly and wisely to parents' and teachers' concerns and suggestions. Governance makes a significant contribution to the overall performance of the school by ensuring that BSO standards are consistently met and local statutory requirements are adhered to. Members ensure excellent resources and rigorously recruited high-quality staff enhance the pupils' achievements and the school's development. Pupils contribute to the operational and academic direction of the school through their Pupil Voice sessions with a member of the leadership team. The principal is directly accountable to the Board of Directors, through which all strategic and major financial decisions are considered and agreed. Sub-committees have been established within RISAC and their functions link directly to the school's improvement priorities, for example pupils' protection and safeguarding. The operation of the school runs very smoothly. For example, an ongoing major refurbishment of the school's administration area during the inspection period had minimal negative impact on the day-to-day operations. All staff and pupils are aware and respectful of the school's routines and requirements.

Early years' provision and leadership are outstanding. The foundation stage leaders, team members and the school's leadership team have an outstanding commitment to high-quality learning outcomes for the children. Excellent safeguarding and welfare standards are in keeping with the rest of the school. A shared ethos and vision inspire commitment from all staff in the EYFS to provide exceptional learning experiences for all children. Children have very positive attitudes to their learning. They are independent and take responsibility in choosing activities. They engage well in play activities and almost all concentrate for sustained periods. During lessons and in chosen activities, children collaborate and share in their tasks in a productive way. Staff provide an exciting and challenging range of activities in and out of classes, especially in shared play areas where learning is extended and skills practised independently.

Links from the daily curriculum into individualised learning goals are well covered by the early years staff who demonstrate a clear understanding of how young children learn. The curriculum provides a range of opportunities for children to develop their own ideas and be creative. Children with SEND are very well included and their needs met in all classes. The foundation-stage leaders along with the school's leadership team have an outstanding commitment to high-quality learning

outcomes for children in the early years. All early years staff are familiar with and have confidence in the ethos and vision of early years and provide an excellent experience of child-centred learning and development. Partnership with parents is a key aspect to ensuring appropriate care and support. Relationships between the children and all adults are respectful and friendly.

Standard 9. The quality of provision for boarding

Not applicable.

Compliance with regulatory requirements

Regent International School meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

Increase the frequency of outstanding teaching by continuing to provide targeted, high-quality professional development, coaching and mentoring.

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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Leadership and management

Overall effectiveness of leadership and management	√			
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The quality of provision for boarding

Not applicable				
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School details

Name of school	Regent International School
Type of school	Primary
Date school opened	September 1993
Age range of pupils	3 to 11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1044
Number on roll (part-time pupils)	Not applicable
Annual fees (day pupils)	AED 45,373 – AED 52,933
Annual fees (boarders)	Not applicable
Address of school	The Greens, Emirates Living Community, Dubai, United Arab Emirates. PO Box 24857.
Telephone number	+971 4 360 8830
Email address	m.selma@forteseducation.com
Headteacher	Mrs Gaynor Dale
Proprietor	Mr. Sanjay 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 Education Development Trust

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.

Education Development Trust – Formerly CfBT Education Trust, we are 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 Education Development Trust 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 Education Development 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 Education Development 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. Education Development Trust 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

Education Development Trust 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.

Education Development Trust 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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