

Regent International School, Dubai

British Schools Overseas Inspection Report

Inspection Dates: 23 to 26 January 2023

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Age Group: 3 to 16 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 (BSO). 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 BSO 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 added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant BSO standards. 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 carers and the wider public of the quality of BSO 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) is a British co-educational school located in The Greens area of Dubai. It is part of the Fortes Education group of schools. The head of primary is acting principal with the support of the principal of its sister school, Sunmarke, who is also the executive principal for the Fortes group.

The school opened in 2004 on its current site and until 2019 was a primary school only. It now has pupils in Years 7 to 11. The school will expand premises next year to accommodate a sixth form. There are currently 1,407 pupils on roll aged three to 16 years, making it smaller than similar all-through schools. There are 81 different nationalities represented in the school. The largest national group is composed of Indian pupils and the second largest of British.

The school is fully inclusive and meets the needs of all pupils. There are 84 pupils with special educational needs and/or disabilities (SEND), who receive additional support and 37 on the gifted-and-talented register. Over half of all pupils have a principal language other than English and 14% need extra help to give them access to the curriculum.

Children in the early years follow the English early years framework. In primary and key stage 3 pupils follow the English national curriculum. This leads to IGCSE, GCSE and BTEC courses in key stage 4. This will be the first year that pupils sit these examinations. They will go on to study in the sixth form.

As with all schools globally, the COVID-19 pandemic affected the school community both socially, academically and in relation to well-being. Through the effective use of technology during this period the school was able to address the attainment drop experienced due to COVID-19 within 12 months. The early years foundation stage (EYFS) phase gained recognition as an exemplar department in the city for online learning.

The school focused on re-establishing personal development skills through the Positive Education programme.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 66 lessons and seven extra-curricular activities. An inspector and a member of the school staff jointly observed thirteen lessons. There were 25 meetings which took place with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work in books and the work produced digitally. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. They inspected the school's safeguarding arrangements. The views of parents, pupils and staff were also considered in the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

RIS is an outstanding school and provides an outstanding quality of education for pupils from three to 16 years.

The school meets all of the BSO standards 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.

In **English**, pupils' progress across all phases is outstanding.

By the end of the Reception Year almost all exceed the standards that are typical for their age in communication, language and reading. Most exceed the UK early learning

goals. The well-structured phonics programme enables children to recognise sounds confidently, blend letters and develop writing skills. The results of assessments in phonics are well above UK 2019 averages at the end of Year 1. Across the primary phase and in key stage 3 pupils continue to achieve above national-curriculum expectations. Attainment is somewhat lower in key stage 4 due to pupils not attending the school for their primary and key stage 3 education and larger numbers of pupils with English as an Additional Language (EAL). There are no significant differences between the attainment of boys and girls. Over time pupils with SEND and EAL make strong progress from their starting points.

In the early years children thrive in a well-designed, language-rich learning environment which ensures that their vocabulary expands rapidly. A strong focus on phonics and guided reading continues into Year 1 and contributes to ongoing progress. As pupils move into key stage 2, they are increasingly able to read and manipulate texts and use language effectively in descriptive, factual and imaginative writing. The majority of pupils write clearly, accurately and coherently, adapting their language style for a range of contexts. The incorporation of the teaching of spelling and grammar skills through daily writing tasks is helping pupils to produce accurate writing.

Secondary pupils show a love of literature. Their writing consistently displays their analysis skills and a depth of knowledge of chosen books and texts. They actively engage in developing their points of view using the literary devices identified in challenging texts across the secondary phase in English.

In **mathematics**, attainment and progress in early years is outstanding as almost all children

exceed English age-related expectations. There is no significant gender gap across the school. SEND and EAL pupils make at least the same progress as their peers. Pupils are constantly encouraged to use fluency, reasoning and problem-solving as their core mathematical methods.

In the early years pupils make rapid progress from low starting points to reach standards above English averages. Teachers' questioning consistently nurtures pupils' curiosity, developing their confidence and independence.

In a Reception class, children were challenged when comparing quantities of real items of food.

As they move into primary, a large majority of pupils attain above UK age-related expectations and make better-than-expected progress from their starting points. Pupils enjoy solving mathematical problems.

Teachers systematically plan conceptual thinking opportunities. They plan for what pupils will be thinking about or with, not what they will be 'doing'. The focus on how pupils work out their answers is systematic in all classes. By the end of Year 6, almost all pupils can solve an equivalent fraction. The vast majority of pupils are confident in completing complex mathematics calculations.

In secondary, a large majority of pupils continue to make better-than-expected progress. Pupils have many opportunities to practise solving similar types of problems with logical and systematic approaches. Pupils in Year 11 are taking their first mathematics GCSE examination in summer 2023. Attainment and progress in **science** are outstanding across all phases of the school.

Almost all children reach the expected levels in understanding the world by the end of the Reception Year and most exceed these expectations. Children across early years make excellent progress from their starting points because they are encouraged to explore and find things out for themselves. They use the outdoor areas frequently, giving them lots of time to investigate.

In primary, both internal and external assessments show that almost all pupils across each year group make consistent progress to reach the expected English national-curriculum standards. Most achieve beyond these expectations and well above the average standards in the UK. This is, in part, because there is a very consistent approach to working scientifically across the phase where all teachers have the same high expectations. Pupils learn about predicting from early years and can write their own lines of inquiry, identify variables and reach conclusions with little support by the end of the primary phase.

In secondary, attainment and progress continue to exceed UK expectations. Pupils achieve highly, particularly in Year 9. In key stage 4 when the work becomes harder and new pupils join the school, it is only a large majority that achieve above expectations. There are no GCSE results yet.

Last year girls outperformed boys, particularly in primary, but teachers have addressed this and the gaps are closing. Pupils with SEND make excellent progress from their starting points in line with other pupils and in secondary they make better progress

than their peers. Pupils with EAL make at least good progress due to effective intervention and targeted planning and support.

Pupils make excellent progress in a range of **other subjects** across the curriculum. Most pupils achieve outcomes that are in line with or above English national-curriculum expectations for their age in all subjects. Progress is a little less rapid in the current Year 11 due to pupils not attending the school for their primary and key stage 3 education. The inspectors were particularly impressed with the quality of teaching in the physical education (PE) department. Teachers' ability to meet the needs of pupils from Nursery up to key stage 4 was impressive. Computing is strong because teachers are passionate about their subject and are able to support those with a particular talent in the subject extremely well.

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 and assessment are outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural (SMSC) 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 January 2023, the school has demonstrated that it meets the BSO Standards (2017 updated) except for those standards that cannot be achieved legally in the host country. 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 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** is outstanding.

The school's purpose, philosophy and pedagogy underpin the innovative curriculum. The curriculum ensures inclusive yet challenging pathways, with additional enhancements for all pupils through the 'signature programmes' covering a diverse range of essential skills such as critical thinking, creativity, collaboration, communication and commitment. Innovative projects such as science, technology, engineering, arts and mathematics (STEAM), the Mini Duke and the Junior Duke Awards highly engage all pupils in their learning. A well-planned curriculum for SMSC development on 'positive education' and the 'values in actions' programme in tutor time enable pupils to become reflective practitioners and to be the best they can be. Throughout their school life, pupils work on challenging projects involving nature-based discovery and exploration of the outside environment. For example, hydroponics is part of the school environment and sustainability programme. The curriculum is very well structured. It is broad, balanced and very well designed to meet the needs and interests of all pupils. It prepares pupils very well for the next stage in their education.

In early years the school follows the English EYFS curriculum, ensuring an appropriate balance between teaching and child-initiated learning. In the primary and secondary phases, the school curriculum follows the English national curriculum with effective adaptations to contextualise learning within the international setting. The school currently offers eight GCSEs and one BTEC qualification. Following pupils' feedback, the school is considerably broadening choice for key stage 4 with the introduction of seven new GCSEs for September 2023 and 15 new A levels.

The curriculum is rigorously reviewed, using detailed assessment information, to meet the needs of all pupils, including those with SEND and/or EAL. Pupils with SEND have access to highly effective individual and/or small-group interventions, led by talented specialist staff from the 'achievement centre'.

The school has a curriculum policy and plans in place to ensure that Britishness shines throughout the programme. For example, in early years, most children are confident when using British pounds when doing coffee-shop role play. In Year 7 geography, pupils explore tolerance and mutual respect by discussing the advantage of having a multicultural society. In Year 11 computer science, pupils look at copyright and computer misuse as part of their focus on law.

Optional extra-curricular activities are wide ranging and well attended, for example activities involving coding, robotics and STEAM. Pupils have access to city-wide conferences and competitions to showcase excellent outcomes and learning in a variety of curriculum areas such as computing, mathematics, English and STEAM.

The curriculum policy and plans pay due regard to the protected characteristics outlined in the UK Equality Act 2010. The school cannot address equality in relation to marriage and civil partnerships, sex and sexual orientation or gender reassignment due to the laws in the UAE. Equality issues related to maternity and pregnancy are woven throughout the curriculum.

A career counsellor effectively supports pupils in Years 9 and 11 in making subject choices related to their future aspirations. The school has put in place a 'think and thrive' programme where parents and external speakers give careers talks to pupils to enhance their aspirations. Transition between phases is strong regarding personal development and well-being. This will also be pertinent when pupils move into the sixth form next year.

Pupils develop purposeful links with the community by working with parents to organise events such as 'Kidpreneur' which are open to the wider community. All pupils contribute to the wider community by raising money to support a school in Jordan. Year 10 pupils complete work experience in the summer term. The school draws very well on the immediate environment and local community, particularly the parent body.

The quality of **teaching, learning and assessment** is outstanding. Teaching of consistently high quality enables pupils to gain excellent knowledge, skills and understanding and to make outstanding progress. Teachers create positive and

stimulating learning environments where pupils want to do well. The skilled teachers are enthusiastic and have excellent subject knowledge.

Teaching for pupils of all abilities focuses on learning and embedding key knowledge outlined in the curriculum rather than simply completing tasks. Teachers know the needs of individual pupils extremely well. This results in their providing a variety of challenging and exciting activities that engage all pupils and enable them to fulfil their potential.

Pupils show interest and involvement because they are well motivated and know what the expectations and opportunities are in school. Strong teaching encourages pupils to apply their knowledge and skills, to show interest in their work and to learn and think for themselves. Pupils have excellent relationships with teachers and are quick to respond to their instructions. Teachers treat pupils with respect and hence pupils show respect to their teachers and to one another. This respect results in lessons that are orderly and productive.

The use of technology to enhance learning is a positive aspect throughout the school. Pupils use digital platforms effectively to undertake tasks and store their work. Teachers are adept at pitching questions at the right level for individual pupils and have the confidence to wait for a particular pupil's answer. When given opportunities and encouragement to take risks in their learning, pupils show willingness to experiment and to try new approaches. As a result, pupils increasingly develop their problem-solving and independent learning skills.

Assessment is highly effective in ensuring that teaching matches the needs of all groups of pupils. Individual Achievement Plans ensure that pupils with SEND and EAL are effectively supported through lessons and interventions. The school's expectations for pupils' work are well balanced, with written work in exercise books alongside digital learning. Peer and self-assessment are regularly used so that pupils can understand how to improve their work. Much of the regular feedback to pupils is immediate and verbal feedback is plentiful at all ages. Pupils confirm that feedback provides acknowledgment and praise, as well as helpful indications of next steps for learning and improvement.

The school shows commitment to using a coaching model to improve classroom practice. This results in teachers being reflective and proactive in developing their practice to continue to improve the outcomes and progress of all pupils. The school,

however, needs to provide more opportunities for all stakeholders to understand the academic expectations within the different phases.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi).

The school promotes respect for the protected characteristics outlined in the UK Equality Act (2010) in relation to age, race, belief, disability and pregnancy and maternity. Promotion of the protected characteristics of marriage and civil partnership, gender reassignment, sex and sexual orientation is precluded by the laws of the host country. This part of the standard is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Pupils' SMSC development is outstanding.

The school prides itself on co-constructing a bespoke code of character and conduct with staff and pupils, setting high expectations for behaviour. As a result, pupils' behaviour and attitudes to learning are of a high standard. Pupils' self-discipline and response to others are exceptionally good. Pupils reflect weekly on 'values in action' during tutor time and show commitment to kindness and putting these values into practice.

Most pupils demonstrate self-reliance as they know how to overcome challenges. A vast majority of pupils feel confident enough to reach out for help, due to the focus on building character strengths and resilience woven throughout the curriculum. The school celebrates the school's 24 character strengths with 'flourish points' and pupils say that it makes them feel very proud of themselves. For example, in a Year 2 lesson, children drew on three character strengths such as love of learning, curiosity and kindness to explain how they were managing challenging work.

Most pupils show excellent social skills and empathy for others. Bullying incidents are rare and dealt with effectively. All staff receive training in emotion coaching and restorative practice. The school's 'Positive Education' leaders in primary and secondary pastoral staff facilitate restorative conversations. Pupils say that restorative practice to resolve and repair relationships gives them an opportunity to learn and grow from

mistakes. Pupils value the range of 27 optional extra-curricular activities and attendance at these is high.

Pupils' views are regularly collected from many surveys carried out by the school and the pupils themselves. The primary and secondary student-leadership team has a strong sense of responsibility. It has introduced QR codes around the school so that pupils can share their feelings. A 'blue friendship bench' encourages pupils to talk and to make new friends. In Year 3, for example, pupils can explain their actions and how they can affect others and how they must interact appropriately with others.

British culture, UAE culture and that of other countries are well explored through lessons, topics, themes and whole-school events, for example 'people and communities'. Pupils' knowledge of public institutions and services in the host country, in the UK and internationally is well developed. They talk with confidence about the monarchy, Russell Group universities and the National Health Service. They enjoy sharing opinions on the recent change of government in the UK in classes and the debate club.

In primary, all SMSC classes are proud of their 'year books' where they demonstrate their learning creatively, leading to understanding and mutual respect.

The school actively promotes democracy, the rule of law, respect, tolerance and individual liberty. For example, pupils are asked to submit a case for library purchases. In Year 5, pupils thought of examples in history where people and communities have been the subject of prejudice due to their skin colour, religion or beliefs. They then completed an 'I am special task' celebrating differences. In primary, pupils enjoy choosing tasks for their Junior Duke Award according to their individual interests.

The school celebrates key cultural events such as Diwali, International Day and the late Queen's Jubilee. It promotes well-being and mental health through the whole-school positive-education curriculum and key calendar events such as Positive Education Day and Children's Mental Health Week.

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

The school's care for the welfare, health and safety of its pupils is outstanding. The school takes this aspect of its work extremely seriously and cares for pupils

exceptionally well. Policies to protect and care for pupils and staff are well thought out and meet the current regulatory requirements of the UK and UAE.

Well-organised admissions procedures help pupils of all ages and their parents settle quickly into school life. Pupils say they feel welcome and safe and that teachers always support them. Pupils receive training in how to keep themselves safe online and are aware of the potential hazards of social media. The school prides itself on being an accredited National Online Safety school. All parents who responded to the BSO survey agree that their child feels safe in the school.

All staff have regular training on safeguarding and understand their responsibilities. The safeguarding leaders ensure that any concerns recorded on the school's electronic system are rigorously followed up to ensure the safety and well-being of pupils.

The school follows meticulous procedures for child protection and there is a strong commitment to safeguarding pupils. The wide range of security and safety systems is well embedded. All parents and visitors entering the school sign in and wear their ID while in school. Pupils are always well supervised and the school is secure with excellent control of entrance and exit points. Senior leaders are present at morning drop off and evening pick up.

The school completes daily health and safety checks. The records of these link to management software that enables the maintenance team to react immediately to concerns. Fire regulations comply with UAE civil-defence regulations and are as stringent as in the UK. The school conducts appropriate evacuations and all pupils know what to do in the event of a fire. The school also runs lockdown and lockout drills. Risk assessments for trips and residential visits are in place.

The school doctor and two nurses provide timely and effective first aid in a purpose-built clinic. The clinic staff maintain accurate records of treatment and alert parents as appropriate. They store and administer securely all medication.

The school actively promotes healthy lifestyles throughout the curriculum. Pupils have many opportunities to develop their sporting skills, through their PE and swimming lessons and extra-curricular activities.

The school takes steps to ensure that attendance is good and that pupils arrive punctually at school and lessons. Attendance is high with an average attendance of 96%, which is just above average figures in the UK.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school carries out rigorous recruitment checks on all staff. All recruitment follows best UK safeguarding practices to ensure that all staff are suitable to work with children.

The human resources department keeps a comprehensive single record of all staff who currently work in the school, including supply staff, with all the appropriate checks recorded. They work with the Fortes legal team to keep this up to date. Each staff member has a digital file with, for example, evidence of their attested qualifications, criminal record checks and visas. Outsourced companies are spot checked periodically.

Most teachers have British teaching qualifications. Turnover is very low, but the school is growing in secondary and post 16 and needs to recruit an extra 13 subject specialist teachers. New teachers this year say induction is very successful in ensuring that their move to the school and to Dubai is smooth.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

The school's purpose-built premises and facilities offer a very safe and engaging environment promoting effective learning where all pupils thrive. The school offers good facilities including the latest classroom technology and information-technology infrastructure. Classrooms are well resourced, enabling pupils to learn in a stimulating environment. Learning spaces encourage pupils to interact and collaborate. A brand-new STEAM room containing the latest equipment is available to enhance learning further for design technology, robotics, science, construction, prototyping and coding.

The school's facilities include activity rooms, an assembly hall and science laboratories. It has sports and recreational facilities with a semi-Olympic pool, a learner's pool and many outdoor play zones to cater for children from early years to secondary. The school's outdoor spaces such as the forest environment promote curiosity, enquiry and investigation.

Two well-designed libraries provide a wide range of books, igniting pupils' curiosity and passion for reading. Pupils from Years 3 to 9 enjoy their weekly library lesson. Pupils can use the school's computer network and e-library and have 24/7 internet access to the online Virtual Learning Environment (VLE). They are confident digital learners.

Car parking spaces are clearly marked around the school and an effective lanyard system identifies all staff and visitors at the gates. As a result, the school is a safe place to be. The school is clean with frequently used areas being regularly sanitised.

The school will open 14 new classrooms in September 2023 to cater for the new sixth form. All areas of the school are accessible with a lift and ramps. Governors carry out regular and rigorous health and safety inspection walks to check on the accommodation and premises.

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

The school meets the requirements of this standard.

Parents are well informed about their child's education. The school's website is comprehensive and provides a range of easily accessible information about all aspects of school life. This includes school policies, the admissions procedure and provision for pupils with SEND. Communication systems are highly effective in enabling parents to become active partners in their child's learning journey.

The VLE platform ensures that parents are able to share regular updates about pupils' learning experiences. The regular high-quality reports, as well as the planned opportunities for parents to talk about their child's learning, are much appreciated by parents. The reports focus both on pupils' academic and personal development and provide valuable information about next steps in learning. This comment from a parent typifies views: 'The school is like a family. Everyone looks after our children and makes sure that they flourish and grow to be independent, confident young adults.' Inspectors agreed with the views of parents.

Senior leaders and teachers always welcome parents for informal discussions at the beginning and at the end of the day. Parents are able to see what learning takes place in classrooms and outside on educational trips via online platforms. Parents of pupils

with SEND have a standing appointment with key staff on a regular basis to review progress and set new targets.

Parents comment that suggestions and concerns are taken seriously and responded to swiftly. Responses to the parents' survey which was part of the inspection and to regular school surveys as well as verbal feedback show that all parents believe that their child enjoys being at school. They also agreed that the school shows concern for the safety, care and welfare of their child. Parents say that the staff go the extra mile in their caring approach to nurturing each child. This has resulted in a strong sense of partnership. Parents feel that they are an integral part of the school community. The advisory board includes many parents with a broad range of experience who give their views to influence the life of the school.

Parents strongly agreed that the school's response to the COVID-19 pandemic was excellent, with the move to online learning being almost immediate.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is available to parents on the VLE. It clearly outlines the procedures and timescales. The school considers complaints as formal if a referral to a senior leader is necessary. Leaders are proactive in dealing with complaints and resolved five formal complaints last year to the satisfaction of parents. Records of all complaints and their resolution are kept. The parent-liaison officer is available to parents at the front desk and parents have access to their child's teacher in person via email and through the VLE. Teachers respond as quickly as possible but always within 24 hours. Parents appreciate these prompt responses. Most parents say that leaders are accessible and regularly seek their views through surveys, coffee mornings, the Friends of RIS parent group and the RIS Advisory Council (RISAC).

Standard 8. Leadership and management of the school

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

The principal is currently absent from school. The head of primary is in an acting role, with the support of the Fortes Education executive principal. Teachers say that they miss the principal for his interest in them as individuals, but that the school continues to run as normal. The effective senior leadership team, including the early years leader, is well established and stable. It encourages the continued growth of the school and rise in standards of attainment and progress over time. Leaders show relentless capacity to move the direction of the school forward as it expands into offering a sixth form next year. They are well supported by governors.

Middle leaders are effective in bringing about improvement in their subject or year group and are fully accountable for the outcomes through their line managers. They produce a detailed self-evaluation annually with areas for development.

In the recent survey, all staff agreed that the school is well led and managed with comments about leaders establishing a 'strong culture of support and collaboration'. Teachers talked of RIS being an aspirational place to work and without exception all were proud to be a member of staff and enjoyed working at the school. New teachers spoke of settling in very quickly due to the positive professional and supportive relationships with everyone in the school community. All staff share the school's vision and positive educational ethos and provide good role models for this inclusive caring vision. Staff are highly committed to innovating and improving. Pupils' that inspectors spoke to commented on the quality of their inspiring teachers, who made learning fun and accessible for all. Parents agreed that this was a good community school.

Professional-development reviews allow teachers to self-reflect with the support of a leadership coach to deepen their analytical thinking about their own practice. The school believes in ongoing improvement, with an emphasis on quality assurance through regular learning walks. They build a deeper, more accurate understanding of what needs to change. This informs professional development and encourages a culture where teachers are able to thrive, learn and reflect. Teachers share best practice, particularly within the same year group. However, this does not happen consistently across phases to ensure effective transition. The Fortes group has

established a middle- and senior-leader development programme to increase the capacity for individual growth and succession planning. There is a full professional-development programme to support both the school's strategic development and individual interests.

School-improvement plans provide evidence for the local inspection framework. Alongside them, there are three-year strategic development plans that focus on the priorities for each phase. These are re-visited regularly to ensure continuous improvement. They also take into account the views of parents and pupils sought through surveys and focus groups.

The Fortes Education group has a board of directors which includes the owners. It is responsible for securing improvement, healthy finances, investment in provision and compliance with legal requirements. The school also has a RISAC made up of parents, teachers and others selected according to their skill set. There are three subcommittees within the RISAC responsible for improvements in different areas. They are proactively involved with the school's self-evaluation processes and ensuring that safeguarding procedures are effective. It is clear they have an excellent knowledge of the school and its priorities. They work collaboratively with leaders and understand their distinct role as critical friends. The principal is accountable to the executive principal in weekly meetings to appraise his performance.

Governors and leaders promote equality very effectively. It is clear that this is a community school where everyone is welcome. It has a kind, caring, respectful ethos that celebrates diversity. Respect is role modelled very effectively by leaders who do an excellent job of 'seeing' each pupil.

EYFS provision

Children in the early years make outstanding progress across all aspects of learning. Many of the pupils have EAL and enter school at a level below that which is typical for their age. Assessments, in the first few weeks, lead to teachers identifying the main required areas of improvement. They skilfully plan learning activities to meet the needs and interests of individual children. By Reception, most children talk excitedly about the stories they enjoy and are able to talk about different characters in the books they read in class. They are beginning to use their phonic awareness in their writing as they begin to put together simple words and sentences. By the time they leave the early years,

they have made outstanding progress and a very large majority exceed typical UK standards.

Teachers provide an outstanding range of learning opportunities and make sure that all children have a wide range of experiences that challenge them to think about what they are doing. As a result, they make excellent progress.

The children quickly gain confidence and become more independent as they settle into the safe and welcoming environment provided by the school. The continuous and enhanced provision helps children to develop the characteristics of early learning. Both the indoor and outdoor learning setting facilitate children's development of skills to solve problems and investigate using their natural curiosity to explore and make sense of the world around them. Open-ended opportunities allow children to explore and take risks. Teachers guide individual children to their next steps in learning, helping them to understand new concepts through play. Children have a language-rich environment with many opportunities for different ways to express themselves, such as role-play, construction and art. As a result of high-quality provision, they are very well prepared to continue their learning into Year 1.

Children have very positive attitudes to their learning. During lessons and in chosen activities, they collaborate and share in their tasks in a productive way. Parents are fully involved in their child's education. The early years team ensures that parents are able to celebrate children's achievements in learning. They do this through an online platform as well as through curriculum workshops and parents' meetings.

The leadership of the early years team is excellent. Leaders set high expectations and a clear and inspirational vision for development.

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:

Teachers in key stages 2 and 3 do not have enough opportunity to work together. This limits their understanding of the curriculum in the key stage in which they do not teach. Leaders should ensure that teachers in these key stages collaborate so that pupils' learning is enhanced at points of transition.

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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School Details

Name of school	Regent International School
Type of school	Private
Date school opened	2004
Age range of pupils	3 to 16 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1407
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 45,373 to 59,738
Annual fees (boarders)	n/a
Address of school	The Greens, Emirates living community, Dubai UAE. PO Box 24857
Telephone number	+971 4 360 8830
Email address	n.hopkin@forteseducation.com m.selma@forteseducation.com
Headteacher	Acting: David Williams
Proprietor	Fortes Education. 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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