



**British School
Overseas**
Inspected by Penta International

Inspection report

Repton School
Al Barsha

Date **20th – 22nd November 2023**

Inspection **20231120**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, over 80 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of pupils. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Ciprian Ghisa, Nina Hudd, Megha Kapoor and Wayne Ridgeway.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

Repton Al Barsha provides an environment where students thrive, due to the outstanding commitment of staff to develop them as responsible, respectful members of the school and wider community. The school has a strong commitment to promoting a broad British ethos and curriculum that meets the needs of all its pupils. It is a happy and highly effective school, which ensures that it is fully inclusive, pupils and students are very well supported in groups and as individuals. Pupils' attainment is high and they achieve the outcomes to enable them to move onto renowned universities.

3.1 What the school does well

There are many strengths at the school, including the following:

- The leadership and management teams are highly effective
- The behaviour and work ethic of students are excellent
- The school is focused on providing a high-quality learning environment as a fully inclusive community
- The school strives to ensure all students can access a high-quality sports programme
- Across the school, the consistent high quality of teaching enables all students to make rapid progress
- A culture of co-operation and collaboration permeates all aspects of the learning environment
- Community relationships are valued and are a strength
- The impressive premises reflects the value placed on high quality outcomes
- Extensive extracurricular activities (ECA) provision ensures all students can access a broad and rich learning experience
- Governorship of the school is excellent
- The dedication of all staff, both teaching and non-teaching to ensure each student feels valued as an individual.

3.2 Points for improvement

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

- i. To respond to student interests and incorporate innovative, research-based pedagogy to enhance enthusiasm, stretch and challenge.
- ii. Consistently develop the learning environment across all levels of the school to celebrate student achievements and promote school values.
- iii. As an excellent school, further enhance the role and impact of technology in students' learning, supporting them to be highly digitally literate.

4. The context of the school

Full name of School	Repton School Al Barsha Dubai, UAE				
Address	PO Box 391984 Dubai Science Park Al Barsha South Dubai				
Telephone Number/s	04 818 8600				
Fax Number	N/A				
Website Address	www.reptonalbarsha.org				
Key Email Address/s	reception@reptonalbarsha.org info@reptonalbarsha.org				
Headteacher/Principal	Mrs Chandini Misra				
Chair of Board of Governors/Proprietor	Dr Mahdi Mattar				
Age Range	3 – 18 years (with students currently 3 – 16 years)				
Total number of pupils	1,292	Boys	652	Girls	640
Numbers by age	0-2 years	0	12-16 years	157	
	3-5 years	404	17-18 years	N/A	
	6-11 years	731	18+ years	N/A	
Total number of part-time children	0				

3.3 British nature of the school

Repton Al Barsha is clearly a British-type school.

- Classroom management, displays of work, three term year and age-related year groups contribute to a British feel of the school.
- There is a school uniform that varies depending on the age and activity of the students.
- The primary curriculum is based on the English National Curriculum and the Early Years Foundation Stage (EYFS). The secondary school curriculum broadly follows the English National Curriculum. Both curricula are modified to meet ministry regulations.
- Assessments are based on national standards from the UK. British practice is evident in approaches to performance management, staff target setting and annual review meetings.
- All communications from the school to families and students are provided in English as are all school publications, reports, letters and the website.
- The importance of extra-curricular provision including clubs and school trips are in line with British best practice
- Parents are supportive of the British nature of the curriculum. Interviews with parents, suggested they valued the British style of education
- The curriculum of the school aligns with the National Curriculum for England, offering a broad range of extracurricular activities that enrich students' learning.
- Teaching methods reflect UK best practices, with ongoing professional development to ensure consistency.
- The leadership structure mirrors British schools, with clearly defined roles for leaders and teachers in both primary and secondary grades.
- Students are grouped into year groups, key stages, and sections consistent with British education.
- Pastoral care is a high priority, with dedicated staff fostering student welfare and wellbeing.
- Safeguarding and child protection policies are robust, understood by all stakeholders and applied consistently throughout the school
- The school has a House System with names referencing past Repton heads of school.
- The school values of community, tolerance, respect, honesty, and positivity reflect British values. Educating the whole child and nurturing engaged citizens are central to school life.
- As a BSME and COBIS member, the school provides excellent professional development for staff and abundant academic and extracurricular

opportunities for students. Partnerships with UK organisations and the Repton group reinforce British style education and pastoral care.

- A wide range of extra-curricular activities is in place to support and extend the formal curriculum.
- The school promotes tolerance and celebrates diversity through events such as Friendship Week and through recognition of different cultural events such as Diwali and Christmas.
- The school upholds democratic principles through activity such as voting for student leadership positions and other student led ideas.
- The Friends of Repton parent group provides representation and involvement for parents within the Repton community.
- Pupils are encouraged to develop effective social skills and a willingness to be part of a caring community. They display a good understanding of rules and responsibilities appropriate to their age. The school is a harmonious community that displays positive levels of empathy and tolerance.

5. Standard 1

The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

5.1 Curriculum

The quality of the curriculum is good with outstanding features.

The Foundation Stage curriculum provides students with opportunities for playing and exploring, active learning and creating and thinking to work towards and meeting the Early Learning Goals. Long term overviews clearly sequence the curriculum to be covered, with an overarching Literacy Tree reading root and possible interests and lines of inquiry linked. These plans are broken into topic webs and weekly plans which consider areas of continuous provision. Early Learning Goals terminology is used within short-term plans in terms of activities provided but not always referencing the key skills pupils will achieve. Experienced teachers share their weekly planning with other staff members to support continuity and expectations. Personalisation of planning is encouraged in response to the needs of the pupils in each class.

Read, Write Inc is used across both Foundation Stage 1 and 2, with fluid setting in response to assessments. *White Rose maths* is used within Foundation Stage 2 to enhance a Thinking School methodology. *Read, Write Inc*, *White Rose maths* and *Literacy Tree* are used in Year 1 also, creating some familiarity upon transition. Specialist teachers add extra enhancement to the curriculum offering, including Music, Physical Education, French and Arabic.

The curriculum coverage is progressive across Foundation Stage 1 and 2, with skill progression being an identified focus for development. Student participation and voice in choosing activities and learning opportunities is also under development.

Across Key Stage (KS) 1, there is a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils experience in a range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Key learning platforms in early literacy and numeracy are continued from their early learning experiences as they transition into KS1.

The curriculum provides opportunities for all pupils to learn and make progress. Throughout KS1, teachers are starting to develop a more thematic, skills-based curriculum. Currently, some teachers are successfully connecting learning opportunities. Cross curricular lessons were observed where links between subjects were evident and

pupils were applying skills taught in other lessons. As teachers develop the curriculum for Key Stage 1 opportunities should be developed to further support pupils in using their initiative: creating and recreating scenarios and experiences; finding new strategies; collaborating and negotiating. These attitudes give pupils a sense of agency over their own learning, creating self-confidence as a learner, rather than a more passive role.

The KS2 curriculum follows very closely the framework of the National Curriculum of England, which is adapted to ensure that the requirements of the local authorities and the context of the school is also met for all pupils.

All pupils receive a varied curriculum, with a core focus on English and Maths, but also receive physical, aesthetic and creative education. Provision for physical education and swimming is excellent and stands out as an area that has been identified to develop as part of the school's identity and ethos.

Pupils also undertake a values-based curriculum that is focused on social development, which is evident through the positive interactions that pupils have both inside and outside of classrooms.

Use of digital technology is a clear focus, with the Showbie application a core element of all teaching and learning, utilised throughout the curriculum. The school is an 'Apple school', with all teachers working on MacBooks and pupils on iPads. Coding is taught explicitly within computing throughout KS2.

The curriculum is supported by a comprehensive extracurricular programme, both at lunch times and after school, which is well attended by pupils. This is complemented by a schedule of competitive inter-school sports fixtures.

In KS3 and KS4, the class-based curriculum follows the framework of the National Curriculum of England and Wales.

Provision for students who are learning English as an additional language or who are experiencing mild difficulties in their learning is excellent. The students are well supported by the Inclusion Team and the teachers to access the curriculum at the right level and make expected progress. Following the results of the New Group Reading Test (NGRT) assessments, reading is encouraged across KS3. Students benefit from a Reading class scheduled in the timetable up to Year 9, under the guidance of the teachers of English.

A lot of attention is given to mathematics and sciences, which offer a lot of opportunities for practical experiments due to the excellent lab facilities. All students study drama and music, and the provision for PE including swimming is excellent. The students have the possibility to study two more languages besides English: French or Spanish; and all of them study Arabic, which is very well organised on three different proficiency levels.

In KS4, students' study for the IGCSE exams, with the first generation preparing to sit in the June 2024 examination session. A series of fast-tracked students sat the IGCSE Arabic exam at the end of Year 10, achieving excellent results. Alongside English, mathematics and sciences, students can study geography, history and business to support the contents and the competences specific to Humanities, as well as art and design, PE and drama to support their vocational options. The focus on students' ability to understand the world-wide evolutions and phenomenon is illustrated by the Global Perspective course available for Year 10 and 11.

The personal, social and emotional development of the students is supported through the moral, social and cultural studies. It gives the students the opportunity to reflect on topics like the impact of globalisation on equality across the globe, as evidenced in a Year 11 lesson. Islamic Studies complements this provision, valuing the local context and tradition.

In addition to the traditional curriculum, students benefit from an outstanding extracurricular programme, with more than 90 regular activities that the students can choose from.

3.4 Teaching and assessment

The quality of teaching and assessment are outstanding.

In the Early Years Foundation Stage (EYFS), *Development Matters* is used as a basis for the curriculum and planning webs clearly cover all aspects of the Early Learning Goals. A range of learning opportunities were set up in the classrooms, including puppet and role play areas, fine and gross motor skill play resources, sand and water and small world materials. The areas were carefully thought out to reflect the current learning taking place with opportunities through continuous provision to develop communication and language skills. In some classes, the thought put into the design of learning areas created high stimulation and engagement, encouraging a natural curiosity in learning. In other classes, the spaces were less well used or the activities more teacher prescribed.

All classrooms had access to an outside space which was used as weather permitted. Corridor spaces are currently being developed to create connections between the classes but were not seen in use. Outside, large play spaces supported gross motor skills and physical development of the students along with physical education lessons which encouraged skill development and coordination.

Class teacher input was varied and included: whole class, talking pairs, white board work, small focus groups, modelling and repetition. In some lessons, students were kept on the carpet listening for extended periods. At its best, there was recognition for a young child's need to move during these times. For example, students followed a teacher around a room while chanting and reading a story out loud, and in another instance moved around the classrooms as bees to then freeze and repeat back learning vocabulary. Questioning overall was a strength with a suitable mixture of open and closed questions and extension questions to provide challenge and thinking skills. This reflects the Thinking Schools training received. Student attention was mostly held well and Learning Support Assistants supported both groups of learners and the management of the class.

Class routines and classroom management was excellent. The students clearly knew the expectations and there was consistency in the terminology used across EYFS. Students were mostly engaged, polite and respectful towards each other and their teachers. Social situations such as games encouraged students to take turns and be patient, developing their personal and social development. Positive reinforcement and targeted praise was used to keep students motivated.

Teachers were mostly aware of students' capabilities and needs. Some specialists were less able to notice student attention and needs and respond accordingly. Formative assessment opportunities were evident during whole class or small group teaching times. Students are tracked throughout the Foundation Stage with students working towards and exceeding being noted for support or extension. *Read Write*

Inc. assessments are used to stream students across Foundation Stage 2 with flexibility incorporated at assessment points.

In KS1, the quality of teaching and assessment is excellent; all of the teaching observed was good or outstanding. Pupils make good progress and show positive attitudes to their work, as a result of highly effective teaching. The teachers demonstrate appropriate knowledge and understanding of the subject matter they teach. They encourage pupils to behave responsibly and show a good understanding of the aptitudes, cultural background, needs (including those who speak English as an additional language) and prior attainments of the pupils.

The behaviour of pupils and their attitudes to learning are exemplary. They appreciate Islamic values and have a developing understanding of the culture and heritage of the UAE. Relationships within the school and the wider community are excellent. The positive and inclusive approach promotes an ethos of inclusivity and encourages both staff and pupils to embrace diversity and difference. This inclusivity was further promoted in an assembly based on “Odd Socks” which valued each person’s individuality.

In nearly all lessons, pupils were focused on the tasks set, and worked together to achieve the learning objectives. Lessons that contained a rich choice of activities engaged the pupils’ interest and created more opportunities for challenge in learning. In PE lessons pupils were actively engaged throughout and challenged to a high level, this resulted in excellent progress in skill development.

Planning for lessons is derived from longer-term planning that demonstrates how pupils are expected to progress in their knowledge, skills and understanding. The planning seen during the inspection requires a lot of information. The behaviour of the pupils is outstanding. Relationships between pupils and teachers are highly positive. Most lessons use time well and clear learning intentions are frequently shared, so that pupils know what they are learning to do. A memorable learning experience was created when children handled blocks of ice to illustrate ‘coldness’ as they explored *The Snowman* story. This led to rich pupil led discussion and sharing of ideas.

In the best lessons in Key Stage 1, pupils are actively engaged and inspired by their learning. They are provided with opportunities to share their ideas and to lead the learning of their peers. This was evident in Year 1 maths lessons; pupils were engaged in a variety of practical activities to identify lines of symmetry.

Teaching assistants are well deployed in lessons to help individuals or groups of pupils. In whole class teaching sessions, they quietly intervene and help children to understand and concentrate. During group work, they support children with gentle guidance and prompting, so that they gain confidence.

In the best lessons, pupils with additional learning needs have work well matched to their requirements. The level of challenge in the best lessons stretches without inhibiting. The style of teaching, learning and assessment supports the majority of pupils. A greater range of learning activities and resources could be used to support more memorable learning. Students are eager to learn. The learning environments are welcoming, safe, conducive to learning and classes are productive learning environments.

Teachers in K2 demonstrate excellent subject knowledge, which is used alongside the aptitudes, needs and prior attainment of pupils to plan high quality lessons. The pupils demonstrate excellent motivation and behaviour, and they are eager to learn. In the very best lessons, questioning is used effectively to promote higher order thinking, which enhances progress as a result. Activities and resources are varied and provide pupils with sufficient challenge, and there is consistency of planning across each year group, with personalisation of delivery evident.

Support is clear and structured for those who need it, which adds to the supportive, inclusive environment that has been established in classrooms. The best teachers clearly know each child, their strengths and weaknesses, and also utilise strategies outlined in specific learning plans to manage individual needs of pupils with SEND.

Pupils are proud of their work, which is completed using a range of physical and electronic resources, for which teachers give feedback to highlight next steps in learning. The best teachers regularly pause for progress checks using a variety of methods, such as mini whiteboards, questioning, thumbs up and written activities. Pupils are clearly guided in what progress looks like, through success criteria and objective led learning. Showbie is consistently referred to for pupils, where they have a clearly laid out learning journey for each subject, as well as completed work uploaded when required.

Pupils' work shows evidence of assessment, which is tracked and used to inform future planning. Pupils are given lots of opportunities to work both collaboratively and independently, with the most skilled teachers facilitating these activities through deliberate questioning. In swimming, which is taught weekly throughout the year, pupils are placed into small teaching groups in order to receive personalised instruction for their confidence level, which enables pupils to make good progress.

In Key Stage 3, the pupils demonstrate excellent motivation, behaviour, and desire to learn, making good or better progress and showing a positive attitude toward learning. This can be attributed to the teachers' effective teaching methods and understanding of the pupils' abilities, cultural backgrounds, needs (including those who speak English as an additional language), and prior achievements. In most lessons, the teachers skilfully employ questioning techniques that stimulate higher-order thinking, enhancing the pupils' progress.

In nearly all lessons, the pupils remain focused on their assigned tasks as they collaborate to meet learning goals. Lessons that incorporate a variety of activities engage pupils' interest and give more chances for enriching learning. In Drama, pupils participate actively and tackle consistent challenges, driving excellent progress.

The lesson planning is based on long-term plans that outline the expected progression of pupils' knowledge, skills, and understanding. The planning process involves gathering extensive information. The pupils' behaviour is exceptional, and there is a highly positive relationship between pupils and teachers. Most lessons make efficient use of time, and clear learning objectives are regularly communicated, ensuring that pupils understand what they are learning and what is expected of them.

In the best KS3 lessons, pupils are actively engaged and inspired by their learning. Teachers provide ample opportunities for collaborative and independent work, guiding these activities through purposeful questioning. This was evident in Year 7 maths lessons, pupils participated in practical activities to grasp the concept of ratios.

The support provided is clear and well-structured for pupils who need it, contributing to an inclusive classroom environment. The best teachers deeply understand each pupil's strengths and weaknesses. They also implement strategies from individual learning plans to address the specific needs of pupils with special educational needs.

In KS4, the quality of teaching and assessment is excellent, the majority of teaching being good or outstanding. Lessons are well planned and prepared, which contributes to the evident very good pace. The specific consistent and agreed teaching and learning principles are visible during the lessons. Excellent teachers' subject knowledge and the appropriate and accessible resources support the introduction of rich subject contents. The students are challenged regularly and critical thinking is developed through effective questioning and retrieval practice. Teachers offer clear instructions and guidance encouraging the students to take responsibility for their own learning. The students are constantly encouraged to collaborate and work together and progress is monitored rigorously and effectively, developmental feedback was evidenced in the majority of the lessons. Students and teachers are in a permanent dialogue, which encourages independent thinking, also contributing to the strengthening of a warm relationship based on mutual trust.

In both KS3 and KS4, teachers differentiate and support is provided following the directions indicated by the data extracted from baseline assessments, CAT4, GL progress tests, NGRT and PASS assessments. All of them offer teachers very good guidance for intervention and differentiation.

The students value UAE culture, Islamic principles, and global citizenship, fostering outstanding relationships within the school and beyond. The positive, inclusive approach cultivates an environment of inclusivity, encouraging staff and students to embrace diversity.

3.5 Standards achieved by pupils

Standards achieved by students are outstanding.

Students across all key-stages make excellent progress, which is illustrated by the results of the school's rigorous system of assessments and of the progress tests that the students take regularly. During the inspection, the students across the school displayed an excellent behaviour and attitude towards learning, thus allowing them to develop a wide range of skills across all subjects.

Student progress is very carefully monitored across all the academic departments and all key-stages. The school implements CAT4 tests to measure the learning potential of the students, NGRT tests to measure the reading skills and PASS tests to analyse students' attitudes towards the school, the teachers, the attendance, their preparedness for learning or their motivation and challenge. All this data is completed by the school's own observations and assessments. The school leaders and the teachers have access to a richness of data that helps them understand the potential of all students, their learning as well as social and emotional needs. As a result, specific strategies and intervention plans are put in place.

Learner profiles are defined and support is given with practical strategies on three levels: class level, done by the teachers through differentiation and scaffolding; the level of different vulnerable groups (seven categories of students of determination) which require specific intervention, modified and adapted curriculum and support for the teachers - such as a very effective co-teaching system in place across KS 1-3 with the involvement of the learning support teachers. Teachers ensure individual levels, for the students facing long term barriers enable access to the curriculum.

All these plans are developed by a very effective Inclusion Department, visible across the entire school, working together with the senior and middle leaders, conducting training, preparing resources and examples of good practice in a centralised database called "The Shopping Trip", and co-teaching and modelling in various lessons.

Recently, the school has known a significant increase in numbers. Part of these new students face different barriers in learning including EAL needs. An effective EAL programme is in place supporting their rapid integration and progress towards the expected levels.

Students make very good progress in primary school. In the Foundation Stage, children are tracked against progress towards the Early Learning Goals in the seven key areas of learning, as outlined in Development Matters. School's expectations for every child are to meet or exceed the Age-Related Expectations (ARE) for their chronological age. Progress is rapid and outcomes are strong: in literacy, as well as

in communication and language, 92% of all students are meeting or exceeding ARE; in mathematics, 95% of all students are meeting or exceeding ARE; in physical development, 96% of all students are meeting or exceeding ARE.

In the Junior School, rigorous tracking, internal assessments, curriculum adaptation when needed, diagnostic and end of unit assessments like White Rose in mathematics and Rising Stars in science illustrate students' excellent progress.

Students at Repton Al Barsha achieve exceptional results in externally moderated progress tests: 88% of all students are working above UK national expectations in English, 85% in mathematics and 89% in science.

Emirati students perform in line with their peers: 92% of Emirati students are working at or above ARE in English, with 70% working above; 94% of Emirati students are working at or above ARE in mathematics, with 72% working above; 96% of Emirati students are working at or above ARE in science, with 74% working above.

Students continue to make excellent progress in the Senior School as well. In the externally benchmarked GL progress assessments, 76% of all students are working above UK national curriculum standards, 84% in mathematics and 91% in science.

Progress is also registered in the internal assessments, where students are evaluated against their carefully set target grades: 100% students in KS3 are working at or above their target level in English; 100% in mathematics and 100% in Science as well.

In KS4, the students will sit in their first IGCSE examinations in the May-June 2024 session. The results in their internal assessments and mock tests allow the school to be very optimistic about their outcomes.

The development of life-long skills and the preparedness for the students' future careers are important goals for the school. A careers information and guidance programme is in place, including: the school subscription to Unifrog; Year 11 work experience week programme; the RAB Inspirational Speaker Series; virtual careers lectures for young people; careers interviews held between the Year 6 students and the SLT members; or the careers working party run by the school principal within the Repton family of schools, identifying and evaluating best practices for the benefit of the future Sixth Form students.

Students' attendance across the school is exemplary: 94% on the day of the inspection, with a yearly average exceeding 96%. This is a clear example of the school's high expectations for appropriate behaviour and attitudes towards learning, which allow the students to make an evidenced excellent progress and to develop the life-long skills they need.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

Students' spiritual, moral, social and cultural development is outstanding in all respects and exceeds expectations in significant areas.

Their attitude to school is exceptionally positive as shown in their high levels of attendance (94% on the day of the inspection, with a yearly average exceeding 96%) and willingness to participate in lessons. The school provides a diverse range of 90 extra-curricular activities to enhance and complement the formal curriculum. Students consistently display respect towards others and take great pride in their contributions to the school and the broader community, including initiatives such as Desert cleaning, Sustainability drive, and Recycling campaigns.

The students' increasing self-confidence is evident in their eagerness to assume accountability and make choices regarding their future, which is nurtured through the various student leadership opportunities offered throughout the school including Student council, House captains, Eco council, librarians. The school actively fosters awareness and comprehension of contemporary British society, including the attitudes of the UK towards tolerance, democracy, and respect for freedom of expression. This is achieved through weekly assemblies, form time, enrichment activities, volunteering, and the MSC curriculum across the entire school. Students get an opportunity to vote for the council members and make choices about events, book clubs etc.

Student surveys and regular pastoral discussions show that students speak highly of the strong relationships they have developed with their teachers, emphasising the staff's role in fostering independent learning and the sense of belonging within our school community. Students develop strong friendships, show empathy for others and actively ensure that no-one gets left out. This is evident through the assembly program, the displays across the school and the students survey data.

Students' behaviour in lessons and around the school is excellent and aligns with the school's successful approaches in promoting high standards of conduct through the House point system and effective communication with parents. The school's behaviour policy emphasises restorative justice and self-reflection, encouraging students to consider the consequences of their actions. Well-defined procedures are in place, ensuring that both staff and students are aware of who to approach to address any concerns.

Celebration of National and International days, assemblies and the MSC curriculum provide excellent opportunities for students' cultural development, with a strong awareness of UAE and global culture in its widest sense.

The school has a high-quality careers information and guidance program, which includes various initiatives that empower students to make well-informed decisions about their future. These initiatives include the school's subscription to Unifrog, Options evening and a Year 11

work experience week program that allows students to gain practical insights into different professions. The RAB Inspirational Speaker Series brings in accomplished professionals to share their experiences and inspire students. Virtual careers lectures are also organised specifically for young people, providing them with valuable insights into various career paths. Furthermore, careers interviews are conducted between Year 6 students and the school leadership team. In addition to this, the school principal leads a careers working party within the Repton family of schools, which identifies and evaluates best practices to benefit future Sixth Form students.

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

The welfare, health and safety of pupils/students is outstanding.

Safeguarding is thorough and is supported by an international safeguarding policy formulated by Cognita, and a designated safeguarding lead (DSL). The senior leadership team are level 3 trained and all staff, including support staff and external providers, are trained to a level one standard by the DSL. Check-up questions are sent at intervals to review staff retention of information and follow up occurs as needed. Teachers can record concerns, including low-level concerns on CPOMs and these are discussed in department meetings and by the welfare team. Signposting for students is comprehensive and safeguarding is discussed with students in assemblies. All students asked, were confident in knowing who to go to with problems and reported their teachers to be caring and supportive. They can also disclose or report concerns through *Teams* or *Shelby* or by emailing teachers if they are hesitant to approach a teacher in person.

Wellbeing and mental health are promoted throughout the school community. Internet safety is promoted through digital wellbeing day. E-safety is part of the computing curriculum and the school mascot, *Rocky the Rhino*, includes tips and advice on school bulletins. The Repton Awareness parent group has training for parents in subjects such as healthy eating, digital awareness and the importance of sleep. A connected system between academic levels, behaviour records and wellbeing information from the *Pupils Attitudes towards School and Self* (PASS) survey ensures that student mental health and wellbeing is tracked in a holistic fashion and intervention response is appropriate. The welfare team follows up with teachers on students with low PASS survey results and supports either individual or whole class interventions as appropriate. As necessary, students can be referred to the school counsellor whom they can meet with weekly.

Enrichment activities are varied and thorough to support students' physical, social and emotional wellbeing. There are three physical education lessons a week. The extra curricular offerings are varied and responsive to students needs and requests. They are very well attended with a priority sign-up and waiting lists. Students who are not attending or have not signed up for an activity are encouraged to do so. In response to low Emirati take-up, activities were added to appeal to them. In senior school, attendance is encouraged through outcome based projects.

The school has a behaviour policy with clear procedures which are followed throughout the school. A focus on positive behaviour reinforcement encourages exemplary classroom behaviour and respectful interactions between peers and staff around the school. A house point system further supports positive behaviour and attitudes and leads to achievement badges which are presented in assemblies. Behaviour incidents are tracked and analysed with links being made to students' academics and wellbeing needs. Support is put in place which could include, for example, restorative actions, a buddy system for positive role models or teacher mentors.

Proactive action is taken to limit bullying in the school. This includes friendship week, assemblies promoting care and talk during form times. An anti-bullying policy is in place and procedures are clear and followed through consistently. Concerns are shared on iSAMS and CPOMs and these are analysed for trends and interventions.

Repton Al Barsha takes the safety of students within school seriously. There are policies and local government certification for premises safety, fire safety and attendance. The facilities are well managed and door locks ensure student safety. All visitors need to sign in and a colour coded lanyard system ensures everyone is identifiable. A lost child procedure is effective in case of need. First aid kits are located around the school at key points, along with emergency phones and defibrillators. The fire safety equipment is maintained and checked on a regular basis. There are showers in all of the science labs. Select staff are fire safety trained. Fire and lockdown drills are held regularly. Road safety training has been delivered to students and bus arrangements are carefully monitored.

The school has two medical centres and two full time nurses and a doctor. The facilities and provision are outstanding. Students visiting the clinic are tracked and incidents reported to teachers and parents as appropriate. Students with medical needs including allergies are shared on Teams and posted in staff rooms.

Comprehensive risk assessments are made for different facilities within the school including high risk areas such as the medical centre and swimming pool. The swimming pool is checked three times a day for chemical levels and all chemicals are kept off-site. The entryways are locked and an alarm system around the perimeter avoids accidents if someone were to enter over the wall. Extra curricular activities are risk-assessed by Cognita and verified by the school. All risk assessments, including for trips and events are regularly reviewed and updated as appropriate.

Attendance data is at 96%. Trends for absences are analysed and year groups are supported if their attendance falls below 93%. Students and parents are well aware of the expectations and are communicated with in case of concerns. Teachers are encouraged to reach out to parents to offer support as needed. A series of interventions are in place for lateness including the behaviour policy tiered approach.

Repton Al Barsha follows safer recruitment practices. Potential employees are reference checked and undergo a thorough interview process. Verification checks and UAE police checks are carried out.

8. Standard 4 The suitability of the proprietor and staff

Repton Al Barsha is a member of the Repton Family of Schools, which is owned and operated by *Excella*. The school also has a strategic partnership with *Cognita* and works closely with the *Cognita* group of schools. The board of governors, chaired by the chief executive officer Dr Mahdi Mattar, comprises active and engaged members representing the school community. The board of governors is chaired by the chief executive officer. It consists of active and interested members and meets the required make-up of representatives from the school community. All members sign the annually required code of conduct, terms of service and confidentiality agreement documents. The board consists of representatives from Repton UK as well as other Repton UAE schools and the chief executive officer of Cognita Middle East. The board and the principal work together to develop a strategic plan that outlines the school's direction and priorities. The board provides guidance, resources and expertise to help the leadership team implement the strategic plan effectively. They monitor progress regularly through meetings and performance evaluations, offering feedback and suggestions for improvement. The board also engages in professional development opportunities to stay updated on educational trends and best practices, which they can share with the leadership team to foster ongoing growth and improvement.

The school has implemented a wide range of comprehensive policies and procedures to ensure full compliance with the requirements of BSO. The principal is managed by the chief executive officer and provides termly reports to the board of governors. Key performance indicators (KPIs) are established, formally evaluated, and presented to the Board on an annual basis.

Repton Al Barsha has a dedicated and experienced HR and SLT team that ensures complete adherence to safeguarding regulations in recruitment, behaviour and daily safeguarding protocols. HR strictly follows policies and procedures during recruitment, considering qualifications and safeguarding requirements when advertising job vacancies. Routine CV screening processes are carried out, safeguarding-related questions are asked during interviews, and reference checks are conducted

9. *Standard 5* The premises and accommodation

The premises and accommodation are outstanding and fully meet BSO standards.

The Repton Al Barsha campus is very spacious and contains a wide range of facilities to meet curricular and extra curricular needs. The sports facilities are particularly impressive, boasting 2 football pitches, a swimming pool, an indoor and outdoor gym area, outdoor courts and an indoor sports hall. The sports hall doubles up as a performance space, to enable high quality productions to be delivered, although it is an area that pupils identified as a desire for future development.

The sports facilities are well utilised within the school curriculum, with all pupils up to Year 9 offered 3 hours per week of dedicated sport, through physical education, games, and swimming. These facilities are well maintained and are a source of pride to the pupils and staff.

Classrooms are spacious and contain digital learning tools in every room. They are well lit from natural light, making for positive learning environments. Specialist facilities are excellent for the provision of science, computing, art, drama and music, with soundproofing effectively stopping noise from travelling through multiple rooms. This is achieved through specialist ceiling tiles, with additional wall sound proofing in the sports hall and music rooms. Display quality varies across the school, which adds to the positive environment in some classrooms and corridors. In other areas, this is a missed opportunity to celebrate the excellent outcomes of pupil learning.

Outdoor space for play is spacious and well equipped to meet the needs of all pupils at all stages. In KS2, pupils are involved in leading play, through the monitoring of equipment and organisation of space and activities at break times. The facilities and accompanying equipment for play are age appropriate and encourage curiosity and physical development.

Repton Al Barsha contains well maintained toilet facilities to meet the expectations for pupil numbers, including separate staff facilities which are well labelled and clear. Shower and changing facilities are suitable for the extensive swimming programme offered. The medical facilities are well equipped, with one on each side of the campus. The facilities allow for basic medical care to be given, as well as comfortable resting facilities for pupils that need it. Medical equipment is clearly labelled and accessible, such as defibrillators for emergency use.

Accessibility has been well thought out across the site, with access ramps alongside steps and lifts in each building. Access is also controlled to ensure authorised use. Washing facilities are also accessible, with clearly labelled facilities that are available to all.

Maintenance of the campus facilities is up to date and effective, organised through an email ticket system and addressed within identified and monitored standards. The system is well organised and reports acted upon quickly, with a determination from the team to ensure there

are no open tickets at the end of each working day. CAPEX and maintenance plans ensure continuous improvement, with recent redevelopment of the seniors astroturf underlay to accommodate rugby, and a CAPEX plan to further enhance the facilities with a dedicated sixth form centre and a design and technology lab in the future.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding.

Repton Al Barsha's school website is well organised and informative, providing all essential information clearly to all, including the address and contact numbers, identification of the school leadership team, complaints and other key policy documents. The school's ethos and aims are clearly stated and align within the wider Repton group of schools. The information section of the website provides well documented news, social media and celebrations, which is synced to the school's other information channels.

The admissions process for prospective families to join Repton Al Barsha is clearly laid out on the school website, as a four step process. A simple system for general enquiries as well as formal applications is well established, alongside a virtual tour on the website for those unable to attend for an in-person tour. There is a publicly available admissions policy, with clear entry criteria to guide the staff making decisions on acceptance, which is a consistent policy across the wider Repton family of schools. There are individual campus adaptations, designed to ensure that the needs of the specific site location and community are met within the admissions procedures, such as the specifics of inclusion for Repton Al Barsha.

Formal reports for each pupil are provided termly, via interim reports in the first and second terms, followed by a formal report at the end of each academic year. Repton Al Barsha also provides two opportunities for formal parents' meetings per academic year; one pastorally focused during the first term, followed by an academic parents' evening during the second or third term. In the junior school, teachers are also available for informal conversation during early morning drop off, as they greet pupils at the door as a standard procedure. The senior leadership team is also visible and accessible on a daily basis, during the pick up and drop off times.

Parents are overwhelmingly positive about the school, as evidenced in recent parent surveys, and are complementary of the leadership team and teachers. The vast majority of parents who responded are very happy with the education provided by Repton Al Barsha and also the communication that they receive. Parents feel that the leadership team are approachable and listen to feedback, implementing positive changes where appropriate. There is a parent handbook for both the junior and senior schools, which is provided to all parents when they join the school, as well as linked conveniently on the weekly parental communication.

The school provides a weekly blog, which is broken down into the key phases, which parents appreciate helps them to quickly find relevant details for their children. A published calendar of term dates, as well as key events across the academic year, is available and distributed to all parents. Included in the schedule is a series of parent events and activities, such as information talks and community initiatives. The parent information talks are bespoke, based on SLT discussion of need, with external speakers utilised to provide expert information where appropriate. This is triangulated to ensure parents are informed in collaboration with pupil

and staff information. Digital safety is one such identified need, for which the talk provided generated some parental interest. Attendance was as expected, with the set up requirements matching the parental attendance. Follow up is also planned to engage the wider community, through the weekly newsletter. The school may wish to consider additional ways to make their talks more accessible to a wider range of busy, working parents, such as through timing or the platform, such as streaming or recording talks for wider reach.

Repton Al Barsha is supported by an active parent group, the Friends of Repton, who have appointed lead members for each year group. Their primary role is to informally disseminate information, to ensure that it reaches the community quickly and effectively, which the school leadership team supports through published guidelines for these informal communication channels.

11. Standard 7

The school's procedure for handling complaints

Repton Al Barsha has established an accessible complaints procedure that aligns with local regulations and context and BSO expectations.

The procedure is available on the school's website and is provided to parents upon request. It delineates specific timeframes for each stage of the process. The school encourages the resolution of complaints through informal channels, typically involving the class teacher/form tutor. Concerns are taken seriously without any adverse impact on children. Parents are encouraged to initially reach out to their child's class teacher/form tutor as their primary point of contact. Upon receiving a complaint, it is acknowledged and the school aims to work towards a swift resolution, with the class teacher/form tutor providing feedback to the parent.

Nearly all concerns or complaints are resolved at this initial stage. In instances where parents choose to approach the principal directly, the matter is referred to the colleague best suited to address it at the outset unless it is deemed essential for the Principal's direct involvement.

In cases where initial discussions with class tutors do not yield a satisfactory outcome, parents are advised to submit their complaint in writing to the head of year/SLT line manager. If a mutually agreeable solution remains elusive, the principal will meet with the concerned parents to engage in a comprehensive discussion.

Throughout this process, the school maintains confidential written records of all meetings and interviews related to the complaint. Once the Principal is satisfied that all pertinent facts have been ascertained, a decision is made. Parents are then promptly informed of this decision in writing, accompanied by an explanation for the outcome.

In addition to the internal complaints procedure, parents also have the option to lodge a complaint via the Knowledge and Human Development Agency (KHDA) by contacting the Complaints and Resolutions Department. If a parent chooses this route, the school is allotted a three-day window to provide a comprehensive account from its perspective, including the steps taken, and to engage with the parent for resolution discussions. The school is committed to addressing and resolving concerns effectively through the established procedures.

If a parent is happy with the resolution, then the case is closed. If the parent is not satisfied the complaint will be further escalated with KHDA where the customer service team will use the policies for private schools in Dubai to resolve the complaint with both the parent and the school.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are outstanding.

Leaders and governors at Repton School Al Barsha have articulated a clear vision and ambition for the school which is built around achieving excellence. Led by the principal, who in a short space of time has created an SLT team of highly competent leaders who work collaboratively to provide a strong motivating force and direction for the whole school. Leaders have created an ethos which is warm and welcoming, many stakeholders refer to the family feel of the school. Relationships across the school are a particular strength, notably the manner in which staff and students relate to one another. High standards have been set for student behaviour, which is exemplary across the school.

Leaders at all levels have a clear and accurate understanding of what is required of them to ensure they continue to innovate and develop. Clear roles and responsibilities are outlined. There are robust accountability mechanisms in place and a shared commitment to continual improvement of standards exists across the school.

The board members have an in-depth knowledge of the school and its performance, and support leaders and managers well. The board ensures that those in positions of leadership and management have either the prior knowledge and skills, or the ability to acquire these, in order for the school to meet BSO standards. The board of governors agree priorities for the school through a strategic plan. The plan has been created through consultation with all sections of the school community including staff, pupils/students, parents and board. The needs and direction of the school are discussed in senior management weekly meetings and in monthly board and committee meetings.

Safeguarding is integral to the life of the school. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted and they feel safe. The school actively seeks to recruit staff of the highest calibre and ensures all safeguarding procedures are in place. The school vision built around supporting the needs of all pupils is reflected in the highly successful whole school approach to inclusion.

High standards are achieved across a range of key functions, notably student outcomes, both academic and personal, teaching and assessment, safeguarding, and welfare, health and safety.

Communication with parents is a strength of the school and all staff are effective, professional and willing to support. High visibility of the leadership team and an open doors policy is valued by staff and parents alike. Leaders ensure that parents feel involved in, and well informed concerning their child's education and development. The opinions of parents are regularly sought regarding school improvements and wider matters through surveys and discussions, and parents are represented on advisory groups which guide school developments. The school is well stocked with a range of high-quality teaching resources.