



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# **Monitoring Visit Report of Repton Senior School (New School)**

**Academic Year 2017 – 2018**



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## School Information

<b>General Information</b>	Monitoring Visit date:	from	27 Shaban,1439h	to	28 Shaban, 1439h
		from	13-May-18	to	14-May-18
	School name	Repton Senior School			
	School ID	9288			
	School address	Al Reem Island, PO Box 45016			
	School telephone	+971 (0)2 508 1900			
	School official email	repton.pvt@adec.ac.ae			
	School website	www.reptonabudhabi.org			
	School curriculum	British			
School phases	Primary Year 3 – Year 6				
<b>Staff Information</b>	Total number of teachers	30			
	Number of teaching assistants	3			
	Teacher- student ratio	1:6			
<b>Student Information</b>	Total number of students	183			
	% of Emirati Students	22%			
	% of Largest nationality groups	1. UK 17%			
		2. India 9%			
		3. Korea 8%			
	% of SEN students	8%			
	% of students per phase	KG: ----	Middle: ----		
Primary: 100%		High: ----			
Gender	Boys and Girls				



## Introduction

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- Two inspectors conducted the monitoring visit over two days.
- The inspectors made it clear to the school that this was a monitoring visit and not an inspection.
- Inspectors observed 21 lessons in all grades and across subjects. They scrutinised students' work in workbooks and in classroom displays. They observed break times, extra-curricular activities and dismissal arrangements.
- The inspectors conducted joint lesson observations with the Head of Senior School, assistant head teachers, and head of Arabic.
- Inspectors conducted meetings with the senior leadership team, heads of subject, students, and parents.
- The principal shared the school development plan (SDP), self-evaluation documents including the self-evaluation form (SEF), and vision statement with the inspectors.
- Inspectors viewed the school's policies, stakeholder surveys and school data, including student attainment data.



## Description of school

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- Repton Senior School is located on the Fry Campus on Reem Island in Abu Dhabi. The site and premises were newly opened in 2017 and have been built to accommodate students from Years 2 to 13. Currently, provision on the site is for Years 3 to 6.
- Repton Foundation School is on the Rose Campus which is also on Reem Island, and currently provides education for students from Foundation Stage 1 to Year 2.
- The school is owned by Evolve Knowledge Investments (EKI) and Repton UK. Representatives of these organisations make up the Governing Board, along with a parents' representative.
- The principal was formerly principal of the Foundation school. The senior leadership team comprises the principal, the Head of Senior School, and two assistant head teachers.
- There are heads of each subject, and specialist teachers for science, digital technology, PE, art, music and French. A full-time librarian coordinates the school's reading programmes and library periods in a well-stocked library designed as a central feature of the school.
- The school's mission is 'to ensure that Repton learners attain the highest levels of digital literacy and academic achievement at school and beyond; to maintain a strong identity with the values and ethos of Repton UK; and to establish a unified and continuous educational plan for all children from 3 through to 18'.
- The vision is 'to be the premier technology school in the UAE, ensuring that all our pupils are equipped and stimulated to engage in our ever more technical world with confidence and flair'.
- The student cohort is comprised of 64 nationalities. 90% per cent of staff and 40% of students were new to Repton this year. Most students arrive by private transport and a small number are bussed in.
- The school offers an English National Curriculum supplemented with Arabic, Islamic education and social studies for Arabs and Non-Arabs. It is co-educational throughout.
- School fees are in the high category at a flat rate of AED 65,000.
- Many students are new to the school, including all in Year 6 and nearly half in Year 5. A high proportion, between 71% and 82% by year group, speak English as an additional language and a minority are beginners in English.



## **Performance Standard 2: Students' personal and social development, and their innovation skills**

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- Students' personal and social development, and their innovation skills, are strengths of the school. Students have positive attitudes to learning. They are focused, self-reliant, confident and keen to learn. They are well behaved in lessons and around the school. Relationships amongst students and with staff are positive, considerate and respectful. Students have a secure understanding of healthy life styles and eat healthily. During break time, before and after school, students engage in a wide variety of sports such as football, basketball, tennis and swimming. Attendance at 95% is good.
- The school works to promote students' understanding and appreciation of Islamic values and UAE culture. They celebrate all the national events and show appropriate respect for the national anthem. Students' understanding of their own and other world cultures is promoted through events such as international week.
- Students assume leadership roles willingly in activities and committees such as students' council, library helpers and house captains. This has a positive impact on the students and helps them to become more rounded human beings. They feel confident enough to make suggestions to the school and initiate activities. Volunteering in the wider community is developing.
- Students' innovation skills are promoted and permeate almost all aspects of the curriculum. All students use tablets to access the school's digital curriculum in lessons. They use digital technology in all subjects to promote their research skills and apply their learning. They use coding to program spheres, Lego and Robotic to design working models. The 3-D printer provides an additional support for their inventions. Flight simulator and virtual reality programs all promote students' creativity.



### Performance Standard 3: Teaching and Assessment

- Teachers' specialist knowledge and skills in their subjects are key strengths that underpin the progress of students in the classroom. Most teachers have a very clear understanding of how students learn best, and use a variety of methods to engage and enthuse students in learning.
- Lessons are planned to achieve clear learning objectives that are shared successfully with the students. These plans often incorporate digital technology and links to UAE life, heritage and culture. High quality resources are very well deployed. The school's 20-minute blocks of time around which lessons are built occasionally catch teachers out in bringing lessons to a smooth close and allowing time to reflect on learning.
- Teachers' interactions with students and their questioning skills are often very effective in promoting higher level thinking. Students often engage in a range of activities during lessons that enable the teacher to prompt and encourage individual students to take their learning to the next level. Such strategies enable teaching in the best lessons to provide bespoke support and challenge to individual students, and support very strong learning.
- In lessons observed, teachers assess students regularly and helpfully track their progress in relation to curriculum standards. This enables intervention to boost the progress of individual students, and is increasingly being used to account for the success of teaching across subjects and grades. Not all teachers however closely check students' progress during lessons, so that some students labour for some time with misconceptions. In a few instances, the more-able need to be moved on to more challenging tasks because they clearly have mastered basic principles.
- There are examples of excellent, highly specific marking to which students clearly respond and improve their work. Although work is regularly marked in all subjects, it is not always specific enough in identifying how students can improve their work.
- The school has completed baseline tests with GL assessments and is awaiting the outcomes of end of year tests to gauge attainment against international benchmarks and securely measure progress.



## Performance Standard 4: Curriculum

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- The curriculum is broad, balanced, and aligns well with the English national curriculum at age-appropriate levels.
- The school implements a number of schemes to guide its delivery and ensure progressive development of skills. These include Rising Stars in reading and mathematics, and the Big Writing scheme for English writing. The head of English has audited the subject delivery against the full English National Curriculum to ensure the scheme of work is fully aligned and that any gaps are filled.
- Cross curricular links are very well planned and enable students to apply their key skills across a range of subjects. For example in a digital technology lesson, students were combining distance, time and speed to programme the travel of spheres.
- Links with Emirati culture and UAE society permeate the curriculum, and are celebrated in displays of student work around the school.
- The curriculum is modified well to meet the needs of all groups of students, including those who are beginners in English, and those with SEN.
- An extensive and range of extra-curricular activities supports students' learning, including for G&T students. These are aimed at enabling students' interests and talents to flourish, and supporting excellence in areas including sport, music and technology.



## **Performance Standard 5: The protection, care, guidance and support of students**

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- The school has rigorous procedures for the safeguarding of students. The child protection policy is shared with all stakeholder and implemented.
- The school environment is inclusive, hygienic and secure. The school is well maintained, records are kept in an orderly manner and safety checks are done regularly. Students are well supervised at all times including on transport. The school's promotion of safe and healthy living is given a high priority.
- Very positive and friendly relationships support staff in managing students' behaviour in an orderly manner. The school's procedures in promoting attendance and punctuality are successful.
- School systems for identification and support for students with SEN and those who are G&T are robust. Teachers are trained on how to modify their planning to meet the needs of students with SEN and monitor their progress. G&T students are encouraged to follow their interests in the various extra-curricular activities and clubs taking place before, during and after school. These activities are very popular among students.



## Performance Standard 6: Leadership and management

- The principal and senior leaders are ambitious for the school to achieve high academic standards and strong personal development for its students. Alongside this, they promote an ethos of mutual support and respect that permeates the school at all levels. Morale is high throughout. The school's vision of becoming the premier technology school in the UAE is fully in keeping with UAE and Abu Dhabi Emirate priorities.
- Self-evaluation processes are strengthening as more reliable data comes on stream. The school is now using its internal data to drill down into the performance of groups in subjects. It will be reinforced when benchmarked data comes in from end of year tests. This will allow a more precise assessment of attainment against ADEK benchmarks, and a clear indicator of progress against students' baseline assessments. From this analysis, clear improvement priorities can be set for each subject and grade. This will further empower the new tier of middle leaders who are just establishing their roles. A more prominent role could be accorded to the Arabic leader in developing Arabic-medium provision.
- The monitoring of teaching is conducted on a peer review basis. It is supportive, and inform the professional development. However it does not always sharply evaluate teaching in terms of its impact on the learning of groups of students.
- The current school development plan is a comprehensive document designed appropriately to address the challenges of a new school. Its targets for students' attainment do not reflect the school's ambitions.
- Parents are kept fully informed about all aspects of school life and their children's work and progress, including through the 'Seesaw' mobile phone app. The Friends of Repton support school activities and the learning of students. Parents value the open door access they have to teachers and leaders to discuss any matters. The school is involved in extensive networks of private schools across the UAE to promote teacher development and student activities.
- The Governing Board and its sub-committees meet regularly with a strong focus on educational priorities. The chair of the education sub-committee leads a quality assurance review to ensure that the governors are fully informed about the school's progress.
- The school is very well managed on a day-to-day basis. Its facilities and resources support learning well.



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## Capacity for further development

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The school has a strong capacity for further improvement. Its ambitious leaders and governors share a clear vision for provision of high quality. Its premises, high-grade resources and specialist staff should stand the school in good stead as it carries out its steady expansion into the future.



## What the school should do to improve further

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1. Continue to improve the quality of teaching and learning by:
  - i. ensuring that work is consistently well differentiated, to offer appropriate support for lower achievers and challenge for the more-able
  - ii. ensuring that all teachers regularly check on the progress of students in lessons, so that they can address misconceptions quickly and extend learning for the more able
  - iii. sharing best practice in marking of students' work so that students know how to improve key aspects of their work.
  
2. Strengthen the school's procedures for monitoring, evaluation and planning by:
  - i. embedding new assessment systems and using the analysis of results to feed into improvement planning for subjects
  - ii. linking procedures for monitoring the effectiveness of teaching more explicitly to learning outcomes for students and groups of students
  - iii. adjusting school development plan targets to reflect the ambitions of the school
  - iv. strengthening the role of the head of Arabic in monitoring and improving provision in Arabic medium subjects.