



## **Introduction**

The Quality Assurance Visit team spent three days in the school, January 24 – 26<sup>th</sup> 2017. The team comprised four current or former Heads, with specialisms appropriate to each of the area covered by the QAV. This was the third annual QAV to Repton Abu Dhabi and the first that followed the ADEC inspection, which rated the school as Very Good.

## **Executive Summary**

- The leadership team, particularly the Head and Deputy Head, are a significant strength of the school. They set high standards, promote the aims of the school and have a determination to make Repton one of the leading schools in the region. The school has recently become the first Apple Distinguished School in the UAE, for example.
- The distributed leadership model breeds an atmosphere of inclusive staff development. It creates a sense of ownership and loyalty in the staff including the most junior members.
- The quality of management is impressive. The staff feel valued and this sense of positive engagement cascades down to the pupils and their parents
- Those parents interviewed were effusive in their praise of the purposeful and imaginative approach taken by the leadership of the school. They felt welcomed and valued. They felt engaged in their children's educational journey and they praised the school for making it exciting for them also.
- The school provides a comprehensive and well-rounded education for its pupils, with the majority reaching attainment levels ahead of the UK and ADEC benchmarks.
- The academic strength of the school was felt to be a significant strength of the school. The pupils make strong progress, are well assessed and consequently reach high levels of attainment.
- All pupils receive the requisite levels of attention, which includes SEN pupils and those judged to be gifted and talented. The school is seeking to develop a more detailed approach to the latter group.
- The pupils' attitudes to work are very positive and they benefit from a rich and varied curriculum.
- The extra-curricular programme is also a considerable strength of the school. The physical space is constraining but there is imaginative use made of the facilities. At present there are sixty-two activities offered each week.
- The pupils are happy, safe, well-adjusted, well provided for and are confident learners.

- The pastoral care arrangements remove barriers to learning and ensure the children reach their individual potential.
- Teacher-pupil relationships are positive and respectful. The teachers' approach to behavioural management is exemplary; the procedures for encouraging excellent pupil behaviour are highly effective.
- Pupils demonstrate high standards of mutual respect in their social and academic peer engagement.
- The pupils are determined to achieve; they emphasise 'resilience' as a characteristic for effective learning. In lessons their attitudes to learning are extremely positive and they concentrate and work hard.
- The school's ambition, *to provide for a 21<sup>st</sup> century learner* and ensure *the best for every child*, is underpinned by the core values of tolerance, respect, integrity, empathy, resilience, honesty and care. These are understood by all, shared in the community and embedded in a curriculum that emphasises value-based learning.
- There is a palpable sense of the "pupil voice", which is evidenced around the school and particularly through the pupil council.

### **The QAV Team**

Team leader: Ian Davenport, current governor of Repton School, UK and former headmaster.

Team members: Niel McLeod, current Director of Academics and Education, EKI and a former headmaster. Michaela Barber, the current Head of Repton Junior School Dubai. Carlo Murphy, current Principal of Repton New English School, Amman.



