



**British School  
Overseas**  
Inspected by Penta International

## **Inspection report**

# **Repton Abu Dhabi**

Date **22<sup>nd</sup> to 24<sup>th</sup> May 2023**

Inspection **20230522**

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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 students; 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 students and students' 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 90 lesson observations took place, as well as a series of learning walks. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days.

The lead inspector was Colin Dyson. The team members were Halima Bouazza, Wayne Howsen, Philippe Poulain, Steven Shaw and Simon Sharron.

## 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

As a result of a strong curriculum, excellent approaches to teaching and assessment and high academic attainment, Repton School Abu Dhabi provides outstanding education and care. The behaviour and attitudes of the students are highly impressive. Leadership of the school at all levels is excellent. The care and support offered to students, parents and staff are of the highest order.

#### 3.1 What the school does well

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

- It is driven by its mission ‘to be at the forefront of British education internationally’.
- Teaching is excellent: a large proportion of lessons are outstanding, and very few are less than good.
- There is very high-quality pastoral care, which means students are safe, secure, supported and happy.
- The principal and his senior and middle leadership team’s continued drive for school improvement, built around a strong ethos of teamwork and shared vision, is exemplary.
- Excellent administrative staff who enable the school to run effectively on a day-to-day basis.
- The quality of relationships is outstanding. Students and staff show a genuine concern for the needs of others and display a high level of self-awareness and confidence.
- The whole school community underpins the success of Repton. Across all departments, key stages (KS) and year groups, teams of workers strive to ensure that the students are cared for academically, socially, physically and emotionally.
- The quality and high standard of maintenance and development of both campuses.
- The highly effective curriculum is supported by an extensive range of extracurricular activities that provide rich learning opportunities.
- The commitment of the board to ensure the school thrives as a ‘beacon of excellence’ in Abu Dhabi and internationally.

## 3.2 Points for improvement

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

- i. Ensure that the well planned for differentiation is implemented in all lessons to support learning that is interesting, engaging and fully matched to students' needs.
- ii. Further enhance the outdoor provision to provide increased high-quality play and sporting opportunities.
- iii. Evaluate and implement further safety procedures at the end of the day for students leaving the Fry campus and ensure the monitoring of adults accessing the buildings at this time.

## 4. The context of the school

Full name of School	Repton Abu Dhabi School				
Address	Al Reem Island Abu Dhabi P.O. Box 45016				
Telephone Number/s	+971 250 81900 +971 250 74800				
Fax Number	NA				
Website Address	<a href="http://www.reptonabudhabi.org">www.reptonabudhabi.org</a>				
Key Email Address/s	<a href="mailto:info@reptonabudhabi.org">info@reptonabudhabi.org</a>				
Headteacher/Principal	Steven Lupton				
Chair of Board of Governors/Proprietor	Khaled Almheiri				
Age Range	3 – 18 years				
Total number of students	<b>1,989</b>	<b>Boys</b>	<b>1,130</b>	<b>Girls</b>	<b>859</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	396	
	<i>3-5 years</i>	486	<i>17-18 years</i>	19	
	<i>6-11 years</i>	1,088	<i>18+ years</i>	0	
Total number of part-time children	0				

## 4.1 British nature of the school

The school fully meets the required standard. The school has a strong focus on British values which is evident throughout the school.

The curriculum is based on the National Curriculum of England followed by iGCSEs and A-Levels. Students could transition from Repton Abu Dhabi to study in the UK, or another British Curriculum school, smoothly at any age. Students speak eloquently about Repton Abu Dhabi being a British Curriculum School with international students.

The school's curriculum regularly links to UK concepts, examples of this were regular references to pounds and pence in Primary mathematics, British iconic images and world renown British artists and architects in design and Computer science and the Turin Machine as an introduction to codes in Primary Humanities. The school also utilises the resources used in UK schools such as 'Talk 4 Writing', 'White Rose Mathematics', 'Timestable Rockstars' and 'No More Marking'. The school uses GL Assessment to support their assessment and judgement evaluations which benchmarks the school against UK performance.

The school's formal links with Repton UK reinforce the link to Britain and British education. The school includes a Repton Heritage Exhibition which supports the links to Repton UK including a recent visit from students of the UK school and extends to a planned visit for students from Repton Abu Dhabi to the UK school for a sports tournament in the near future.

The teaching staff are predominantly British citizens and British trained and educated. British professional development opportunities, such as NPQ and master's qualifications with UK Universities, are available to all staff. The school is a member of the British Schools of the Middle East (BSME) and engages in their training and networking opportunities.

The school has an integrated house system with names that match the Repton UK system but use the colours of the UAE flag as the house colours.

The school holds regular community events that celebrate their British links such as coronation parties, St George's Day celebrations and summer fetes alongside celebrating a number of other international festivals. The school has a harmonious learning environment where students thrive with strong international relationships.

## 5. *Standard 1*

### The quality of education provided by the school

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

As a result of a strong curriculum and excellent approaches to teaching and assessment, academic attainment standards are high. The behaviour and attitudes of the students are impressive. Leadership of the school at all levels is excellent. Care and support offered to students are exemplary.

#### 5.1 Curriculum

The quality of the curriculum is outstanding.

The curriculum in the Early Years Foundation Stage and Year 1 provides children with a range of excellent play-based learning opportunities, covering all curriculum areas. The activities stimulate children's interest and motivate them to learn. The Early Years Foundation Stage curriculum uses assessment information effectively to match topics to individuals' interests. All classes were using different fairy tales in reading time. A topic on fairy tales was introduced to extend conversations about stories and learn new vocabulary. This enabled children to have a voice in their learning and high levels of engagement.

The curriculum has a clear and appropriate focus on developing children's skills in speaking, reading, and writing. Specific, well-chosen UK best practice methods of working have been adopted and successfully embedded, with a proven track record of progress and academic achievement. The curriculum is broad, balanced, relevant and innovative. The teaching of phonics is well-planned and effective, and children achieve a high level in this area. The children's personal, social, and emotional needs are well-provided for in a caring environment, where children are encouraged to discuss their own feelings and show empathy for the feelings of others. Teachers and teaching assistants have a good understanding of the curriculum and how to implement it.

Teachers plan together, thus ensuring consistency of provision across each year group and a clear progression in learning. The plans are then adapted to meet the needs of the individual children in each class. Planned activities were seen to be of a consistently high standard across the subject areas, with students' engagement, curiosity and a love of learning producing many memorable learning experiences. Nearly all lessons in the Early Years, and in Year 1 were planned to enable the children to make their own learning choices, with critical thinking skills enhanced through carefully thought-out questioning skills and effective use of resources from the teachers. The youngest

children were confident using a range of IT resources. A real strength of EYFS and Year 1 is its inclusive nature. Across the age groups, high quality intervention is provided that enables students to make rapid gains in their learning. Excellent support is targeted extremely effectively and as a result, students who have English as an Additional Language or specific learning difficulties or who need general support make good and outstanding progress in their learning. The school provides a range of activities to enhance the curriculum for the youngest students. These aim to provide activities that are both enjoyable and stimulate students interest such as Arabic Fun Activities, Mini Zumba and Choir.

In years two and three students continue to follow the English National curriculum with adaptations to ensure it is relevant and engaging to consider the local context such as learning about animals that live in the desert and geographical features of the UAE. Excellent use is made of using a range of technologies to support learning. In addition, in line with local requirements, all students learn about UAE social studies, UAE moral education, Arabic and for Muslim students, Islamic. Mindful of the time allocations of these additional subjects the school has carefully chosen the parts of the ENC that are most relevant to the students. Significant emphasis is placed on developing high quality writing and number skills and to develop a love of reading as well as developing high quality reading and phonics skills. Apart from reading at home there is no compulsory homework in this part of the school.

The curriculum in the primary years is well matched to the needs of the students it serves and is consistently delivered across classes. There are clear cross curricular links observed both during lessons and within the classrooms displays which reinforced and deepened learning. The vast majority of lessons observed explicitly focused on the key vocabulary needed for that particular lesson which ensured students knew and understood the subject specific language needed. The book scrutiny clearly identified that lessons followed a carefully planned curriculum with logical progression. The book scrutiny also demonstrated a large amount of the activities recorded were worksheet based where the majority of students completed the same sheet or activity. The curriculum observed in English lessons in Years 4 and 5 matched or exceeded the standards of UK schools.

The planning of the KS3 curriculum is well-rounded. It aligns with the objectives of the school and is tailored to cater to the requirements of all abilities. An engaging array of extracurricular activities complements the curriculum, allowing students to further develop their skills, cultivate their interests and showcase their talents.

The secondary curriculum is excellent. It is holistic, innovative, broad and inclusive, combining seamlessly the curricular requirements of the English National Curriculum (ENC) and the UAE Ministry of Education curriculum. The curriculum in KS3 fully meets the needs of the students seeking an inclusive, differentiated curriculum delivered in English. In KS4 and KS5, the curriculum meets the relevant academic needs of the students in terms of preparing them for UK accredited IGCSE and A level examinations

which give access to higher education in the UK and internationally. It is highly commendable that the school is planning to introduce vocational courses in KS 4 and 5.

There is an informative and detailed curriculum policy, curriculum handbooks and termly curriculum overviews freely available for the school community. The KS3 curriculum covers the whole range of core and foundation ENC subjects, including design technology, two European modern languages as well as Arabic for native and non-native speakers. In KS4, students are expected to take at least 9 IGCSEs. In addition to the core of English, mathematics and science and the compulsory UAE Ministry of Education subjects, there are 12 optional subjects including PE, music, art and drama. In KS5, student choices are guided by career pathways prepared by the school. The provision of 19 A Level courses represents an outstandingly broad range of choice for the size of the school. Students can select three subjects, one from each option block. A fourth A level is also possible on application. The school meets the UAE standards on equivalency and as a result Repton Abu Dhabi students are fully equipped with the correct qualifications to integrate into higher education in the UK, UAE and internationally. The secondary curriculum is adapted for students with additional needs. English language learners follow the ESOL IGCSE course in KS4 after benefiting from intensive support from their point of entry into the school. An inclusion department supports over 80 students identified as SEND and another 75 whose possible additional needs are being assessed.

Curricular innovation permeates Repton Abu Dhabi school. Artificial intelligence is being used to adjust the readability of English language text for students with additional needs. A 'curriculum away day' is being organised at the Louvre Museum in Abu Dhabi where students will be acting as tour guides and where subjects such as Arabic, art and design, design and technology and business studies will be embedded in the learning opportunities offered by the museum. In many subjects, students are asked to apply their knowledge and skills acquired in lessons and independent research to very creative and sometimes entrepreneurial projects such as podcasts, videos, commercial product design and the planning and delivery of lessons. Enhancing the formal senior curriculum is a formidable array of over thirty extra-curricular activities. This enrichment includes academic support, a range of sports and creative arts.

## 5.2 Teaching and assessment

The quality of teaching and assessment are outstanding.

In the Early Years Foundation Stage, teaching and learning are outstanding. Children enjoy their learning and are making good or better than expected progress. Teachers use a broad range of imaginative strategies and learning resources to meet the needs of students of all abilities. Classrooms are dynamic spaces, with students, in all classrooms, using different types of workstations; low tables, carpets, normal height desks and standing tables. This gives students options and variety throughout the day. The learning environment is colourful and stimulating with excellent displays both in classrooms and around the school. In all classes children engage in stimulating activities that inspire them and provide a rich range of language enrichment opportunities. Children discussed at length their favourite vegetables as they explored a class story in FS2. Teachers make full use of the plentiful resources in school, providing opportunities for students to build their experiences and skills. Students are purposefully engaged thereby enabling teachers and learning assistants to focus on dedicated learning outcomes with groups of students.

Teachers skilfully ensure that children with Special Educational Needs (SEND) receive the necessary support. They utilise Individual Educational Plans (IEPs) and personalised targets to cater for all the children's needs. Students identified with extra learning needs are added to the SEND Register and a student passport is created to support them. Student Passports are reviewed termly and strategies/targets are updated to support the needs of the students.

Both within and outside lessons, students' behaviour is excellent and the school has an atmosphere that is positive, productive and joyful. The behaviour management in nearly all classes was excellent and children are aware of the classroom expectations. Teachers were aware of each child's specific needs, and those needs were scaffolded. Student wellbeing is a priority for the school. Student behaviour is skilfully managed in a way that is supportive and positive. Any behaviour that does not meet the school's high expectations is dealt with calmly and sensitively. Teachers across the Early Years are skilful in planning activities based on regular, accurate assessments of children's learning, knowledge and skills, and adjusting activities to meet the needs of individual children and groups who require extra support or further challenge. They ensure that routine planning makes the most of structured teaching opportunities enabling children to initiate their own play, extend their learning, develop their language and be exposed to new vocabulary. This focus encourages the development of high-quality questioning skills and full engagement in learning. Teachers share assessment information about children's progress with parents and key staff frequently, so that staff and parents can work together to help each child achieve the best outcomes.

Across the primary years all lessons observed were well structured with tasks available from the very start to so that engagement was ensured throughout. The lessons

included extension activities for students who finished the main tasks and occasionally optional extension or 'challenge' tasks where students choose the difficulty of what they tackle. All lessons included clear lesson objectives, in the form of WALT in Primary, and Big Questions in Year 6, which allowed students to be clear on the focus of the lesson. Success criteria was often shared and explained. Students understand why the objectives are shared, talk about the usefulness of this and state that it is not often referred back to at the end of the lesson. This was similarly true in the lessons observed. A large number of lessons related what was being taught to real life ensuring learning was not only relevant but that this relevance was clear to students. Teachers spent large amounts of time circulating the rooms during student tasks, supporting and challenging students expertly. The expert use of questioning stimulated thought and encouraged students to extend and deepen responses, with support. The learning cycle within lessons often started with the modelling of a solution, followed by group or peer work then by independent tasks. This meant students were scaffolded in their learning excellently when acquiring new skills and knowledge. It is a common routine for students who need support with their learning 'go to the carpet' for support from their peers, support materials or the teacher meaning even during independent work, support is readily available. All lessons included a clear lesson plan with students identified as more and most able, nationality and any SEN provision making it easy to identify where additional support and challenge can be focused. In Years 4 and 5, fruit names are used to identify different levels of challenge within tasks. Students talk comfortably and openly about which group they belong to and explain the groups' knowledge of that topic, rather than ability. In the lessons observed, the differentiation seen was through either teacher intervention and support or by outcome due to the speed at which they could reach the end of the core task and access the challenge questions or tasks.

Across the secondary years teachers routinely share lesson objectives with their students. They use technology to support teaching and learning. Outstanding lessons provide opportunities for students to work collaboratively and display high enthusiasm for the tasks they are completing. This includes pair or group work and peer assessment using students' work. Teachers use efficient strategies to facilitate students' learning effectively. Resources are utilised productively to ensure optimal engagement. Students demonstrate strong concentration on their learning as teachers reinforce standards of conduct and assign clear structured tasks.

Teachers use *Power BI* to regularly monitor and analyse data. They conduct pre-tests and benchmarking at the beginning of units to assess students' understanding and knowledge. This information helps teachers to adapt their planning as needed to ensure that all students are successful. Summative evaluations are conducted after each unit. The information is used by staff to gauge and track progress, as well as plan future units and review topics. Feedback is given throughout lessons to help students learn. This feedback is both constructive and diagnostic and it is designed to help students' progress.

In Y12, an excellent Psychology AS revision was marked by the teacher's exemplary subject knowledge, the student's confident grasp of the syllabus content and their ability to demonstrate a range of critical thinking skills. These emerged as the students negotiated an innovative and fun lesson based on a set of riddles, the solving of which sharpened their skills in preparation for the first paper of their AS exams by helping them apply their knowledge to challenging problems. In KS4, a common feature of outstanding lessons was the success of teachers to enthuse their classes with inspirational pedagogy. In one Y10 English lesson, the teacher organised her students into differentiated groups to prepare their own lesson on 'Of Mice and Men' focusing on the theme of 'loneliness and loyalty' and the IGCSE English exam mark scheme to ensure high quality outcomes. One student commented "She teaches us really well, but she also wants us to have our own experience of learning on our own." In Y10 science, students identified excellent lessons as those which were 'interactive and dynamic' capturing their interest, attention and commitment to the subject. Less successful lessons often lacked an element of challenge or were often too teacher-led despite being well prepared and well structured. Teacher written feedback and student self-reflection was sometimes patchy. Nevertheless, even in these lessons, students made good progress during the lesson and over time. Overall, assessment and the use of a rich variety of assessment data is exceedingly strong to promote and improve both rates of student progress and final attainment.

## 5.3 Standards achieved by students

The standards achieved by students at Repton School are outstanding.

In the early years, students make excellent progress so that most reach or exceed the developmental levels expected for their age by the end of Year 1. The school has a wide range of data on students' learning that enables teachers to make relevant judgements on students' learning outcomes. The high-quality planning demonstrates that teachers ensure learning is matched closely to a wide range of learning needs. The well thought out planning ensures delivery of teaching is both well differentiated and provides for stimulating learning opportunities. The school has implemented suitable tracking assessments to ensure teachers can identify when planning needs to be adapted to meet learning needs. Data on student progress demonstrates that over time nearly all students make good or better progress. By the end of FS2 over 75% of students are meeting or exceeding expectations. Examples of learning and progress are recorded on Seesaw and shared with parents. Teachers demonstrated a skilled use of 'Read Write Inc' to ensure progress was rapid as students explored sound blends. Year 1 students complete UK phonics screening checks in June of each academic year. June 2022 results show 68% (146 students) scored within the top range. This year's data indicates children will achieve even higher levels. Frequent formal team meetings are focused specifically on how well students are achieving and identify further areas for consideration on how staff could improve the quality of learning and teaching. Across the school staff have research opportunities to examine particular aspects of practice in more detail. The students' personal development is excellent and reflects the core values of the school. They demonstrate tolerance and mutual support: they are mature, self-aware and confident. The school provides sensitive pastoral care based on excellent relationships between students and staff.

In primary the standard of English in lessons is very high, equivalent to UK standards if not higher. There are high levels of understanding of complicated language concepts, scaffolded well where needed. Students were able to explain and use these when questioned. Students' attainment is excellent and the average standardised scores exceed those achieved in many schools across the world. This is evidenced by the standardised scores from the GL Progress Test in English, mathematics and science. Students are tracked throughout the year by comparing a student's attainment to their potential as identified by GL CAT4 assessments. The school's internal tracking shows the vast majority of students are meeting or exceeding their expected attainment standard and making good progress. The school's analysis of the GL Progress Test data allows them to identify areas for improvement and plan intervention to remedy this, as exemplified by their identification of lower average attainment in Year 6 mathematics followed actions to identify why and remedy this.

Based on internal data and the most recent ADEK report, students make good or better progress before joining KS4. Students are very articulate at expressing their views when

prompted or whilst volunteering answers. Secondary student books are marked regularly and formative teacher comments encourage students to reflect on the quality of their work. Systematic progress checks are made through frequent planned assessments. Students interviewed were able to talk about their progress and give an accurate level of their attainment. KS3 evaluation data is utilised to provide insights into students' academic performance and their learning achievements. Teachers establish individual targets for their students, communicating them through written remarks and concise summaries in exercise books.

Assignments serve as valuable opportunities to reinforce knowledge. High-achieving students are sometimes provided with challenging tasks to foster their growth. Teachers recognize and offer assistance to students facing difficulties, promptly intervening to enhance their learning. Support for students with special educational needs is impactful. Effective English as an Additional Language (EAL) support is provided, enhancing students' proficiency in English.

The school analyses student attainment against students Minimum Expected Grade (MEG) as defined by students CAT4 Test. Analysis of the students' progress and Value Added. Analysis of the 2022 exams show there is significant value added compared to the student's MEG in almost all subject areas. The percentage of students achieving grade 8/9 exceeded the MEG prediction by almost 24% and by grade 7-9 by over 30%. This is outstanding value added.

In KS4, students make excellent progress to attain outstanding results at IGCSE. In June 2022, 97% of Y11 students attained IGCSE grades A\*-C or 9- 4 and 29% scored the highest grades of A\*-A or 9-8. This far exceeded average GCSE attainment in the UK for the same year. Internally, the average IGCSE results all surpassed what had been achieved in practice exams and predicted through globally standardised CAT4 assessments. At the time of inspection, the current Y12 group was the school's first AS exam cohort.

KS5 standards, as measured by the results of completed AS modules, are excellent. Behaviour and attendance in the secondary school are exemplary.

## 6. *Standard 2* Spiritual, moral, social & cultural development of students

The quality of spiritual, moral, social and cultural development of the students are outstanding.

The spiritual, moral, social and cultural development of students is of a very high standard and is a significant strength of the school. The large number of nationalities of the school celebrate the British traditions and values while also learning about the culture and heritage of the host nation and of the range of nationalities of the school. As well as local celebrations such as UAE National Day, significant events such as Diwali, the Chinese New Year and the recent UK Coronation enhance the cultural development of students. There are plenty of opportunities for students to develop spiritually, through assemblies, the curriculum and the wide range of community events.

The school values students having a growth mindset, trying their best and being resilient. Students across the school have a range of leadership opportunities including, school counsellors, ambassadors and prefects. Students organise a range of activities that contribute to the local community such as beach clean-up, and events for families such as Mother's Day and Roald Dahl Day which is especially relevant as the author is a Repton Alumni.

The key values of being respectful, resilient and responsible are consistently followed by students and staff. Respectful behaviour towards all members of the school community is a strong feature of the school. Students are encouraged to be resilient in their lessons as well as in the range of extracurricular provided.

The PSHE curriculum is primarily based on moral education guidelines provided by the local regulatory body. This encourages children to be kind, caring and community minded individuals. Where issues arise that would be acceptable in the UK but are less culturally understood in the UAE, the school provides appropriate guidance and support. The school counsellor and pastoral team effectively provide a range of guidance and support for groups and individuals. Behaviour across the school is of a high standard; students are respectful, kind and caring. They are very articulate and mature.

Attendance levels are high - both for the full school day and for optional extra-curricular activity. The school has clear and systematic processes to follow up and support non-attendance including the first day of absence contacting. Students across the school say they feel safe and well cared for and they know that the first priority of all staff in the school is to ensure the students are safe and well cared for.

## 7. *Standard 3* The welfare, health and safety of the students

The provision for welfare, health and safety are outstanding.

The welfare, health and safety of students across both campuses are excellent. Staff know that the safety of students is always their number one priority and students know that all staff in the school put their safety first.

The school has a range of robust and effective processes to ensure that all students feel safe and are well cared for. Both campuses have well-equipped clinics that have suitably well qualified staff. Students and staff report that there is a very low incidence of bullying and rare cases are dealt with quickly and wherever possible educationally. Clinic staff meet senior staff on a regular basis to review accidents and illnesses and individual concerns. All staff are aware of students with serious medical needs. Approximately one third of staff have an up to date first aid qualification.

The building is very well maintained with an on-site team of technicians who quickly deal with any maintenance issues.

About one quarter of students travel to and from school by the school buses. These are well maintained and regularly inspected. The buses meet the local regulatory requirements including the 'Salama' app which allows families to track the location of the bus. On the bus the children are supervised by bus supervisors who receive regular safeguarding training from the leadership of the school. At the start and end of the day the bus movements are organised safely. While at the Rose Campus, the youngest children are formally escorted to the buses after being collected by their respective bus supervisor, Fry Campus students, many of whom are of primary school age, are not led by their monitors to the bus itself. However, a further check of those present is made on board.

The school has a very robust and highly effective approach to safeguarding. On interview panels at least one member of staff has had safe recruitment training and detailed background checks are carried out prior to appointment including the verification of references and police checks from previous countries of residence. Detailed checks and training also apply to any adult working with children in school including volunteers.

There are two full-time counsellors, one who are fluent in English and Arabic. As well as providing formal counselling the counsellors provide time to talk and deliver individual support for students, staff and families.

The school site is very secure although this could be improved further if the wearing of parent/visitor lanyards at the beginning and end of the day were enforced more stringently. A full-time security team, including 24/7 supervision of the swimming pools, ensure that the building and community are safe. All visitors are checked and all adults wear a coloured

lanyard to show their status. CCTV footage is operational across the school and first aid boxes are available on each floor of both buildings.

The school has a range of risk assessments for regular and one-off activities and these are shared with all stakeholders and participants as required. Fire extinguishers / blankets / eye-wash stations are well maintained and checked as needed. There are appropriate measures to ensure that safe storage and disposal of all chemicals and there are appropriate facilities such as double locked store cupboards and fume cupboards for specialist science equipment.

There are regular fire and lock down drills that are carefully reviewed by the school. Around school students are well supervised at all times. Spacious corridors and careful timetabling avoid overcrowding at changeover and break times. Furniture is appropriate to the age of the children. Washroom areas are well maintained during the school day.

While students are encouraged to develop healthy lifestyles, not all food and drink sold on the senior school campus is compatible with this curricular objective. As well as a range of sporting activities as part of the curriculum, a wide range of extracurricular activities are available to students of all ages. The school has worked hard recently to encourage students to make healthy food choices. A range of family workshops about nutrition and initiatives such as fruit and vegetable of the week is having a positive impact with the vast majority of students having a healthy packed lunch. The school is working closely with the cafeteria to improve the range of healthy options available.

The school has a highly effective health and safety committee overseeing health and safety issues. The committee ensures that staff well-being is given a high priority, as well as organising events such as yoga, book club, golf and fitness activities.

## 8. *Standard 4* The suitability of the proprietor and staff

The standard is fully met.

Repton Abu Dhabi 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 includes representatives from Repton UK, 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. The board plans, for example, to further develop the two campuses. This will include additional shaded areas and the extension of outdoor green spaces for students to access during breaks. 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 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. The Abu Dhabi Department of Education and Knowledge (ADEK) also supports the school's procedures and processes.

Repton has a dedicated and experienced HR 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. Senior Leaders are required to personally contact two referees to verify references and address any safeguarding concerns. Recruitment processes include obtaining ADEK approval, attestation of all documents, visa approval, Integrated Criminal Proceedings Check and approval for relevant qualifications aligned with the role. The majority of teaching staff are recruited from the UK through the Times Educational Supplement, possess UK qualifications and training. On average, Repton Abu Dhabi teaching staff have 6 years of teaching experience, with a minimum requirement of 2 years for ADEK approval.

The staff handbook and induction week establish clear expectations regarding procedures and conduct for all members of staff at Repton, in line with the norms of the UAE. Staff members

undergo a 6-month probation period to assess their suitability for the school and the country. Each staff member teaches a subject in which they are qualified and this is monitored through ADEK's PASS approval process. They also undergo safeguarding at level 2 during induction week.

The single central record is regularly updated at the HR head office in Dubai. It is kept online and as a hard copy. The principal conducts periodic spot checks on staff files each term to ensure their completeness and accuracy.

## 9. *Standard 5* The premises and accommodation

The premises and accommodation at the school are outstanding.

The school's facilities create an engaging and inspiring environment for the students. Across both campuses, students have the opportunity to access a variety of styles of learning spaces, where they can work together in collaboration or independently. These diverse learning spaces and resources contribute to an enriching learning experience throughout the school. The classrooms are spacious, and well equipped with a wide range of resources to support student's learning. The sports and physical education facilities are impressive, including swimming pools on each campus, a number of indoor sports halls, tennis courts, drama, and dance rooms. The inclusion rooms are carefully designed to cultivate a peaceful learning environment.

The school strives to create a welcoming environment for all individuals within its community. There are a range of meeting rooms and smaller spaces available outside the classrooms for group activities and individual use, fostering collaboration and focused work.

The school prioritises stringent food hygiene procedures to ensure the safety and well-being of its students. The canteen staff are highly trained and certified, ensuring their expertise in maintaining high food safety standards. The storage and serving facilities for food and water meet the expected standards, ensuring the safety and quality of the meals provided. When it comes to food options, the school offers a diverse and healthy selection.

In terms of medical support, the school has a dedicated team consisting of three nurses. One nurse is stationed at the Rose campus, while the Fry campus is supported by two nurses. This team is well-prepared to handle medical emergencies promptly and efficiently. In addition to emergency response, they also provide valuable advice and guidance, ensuring the well-being of the students.

The accommodations across both campuses are diligently kept clean, well-organised and maintained to an exceptional standard by a dedicated team of support staff and external specialists. External specialists are brought in when required, for example the swimming pool water checks and roof checks. Daily inspection checks of equipment, facilities, and premises are carried out to promptly address any concerns, ensuring a safe and secure atmosphere conducive to learning. The school has taken measures to ensure accessibility for visitors and students with physical needs by installing ramps and a lift, enabling effortless access to all areas of the building.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community are outstanding and a strength of the school.

The information about the school is highly effective and delivered across a variety of platforms to the great appreciation of all stakeholders. The website is well designed, successfully hosting essential information about the school including key policies and important descriptions of the curriculum and facilities that can be enjoyed by its students. Parents confirm that academic reports concerning their children's progress and attainment are of a very high quality. They particularly value online software applications that facilitate a real-time dialogue between home and school as well as timely parent information meetings on a range of topics relevant to their children's journey through the school.

Parent consultation meetings are well organised and the pre-provision of academic information ensures that parents are always well informed and there are no surprises. A school newsletter and vibrant social media channels broadcast news about the rich cultural life of the school and student achievements.

An assembly by FS2 children both highlighted the learning to their parents but also allowed parents to witness their child's progress first hand. The evident joy and satisfaction amongst parents demonstrated the highly successful connection between the school and the families it serves.

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedures for handling complaints fully meets the standard.

Repton Abu Dhabi has a transparent and open formal procedure for handling complaints, in full compliance with local requirements and circumstances. The procedure is available on the website and can also be provided to parents upon request. It includes clear guidelines specifying the timeframe for each stage of the process.

Whenever possible, complaints are dealt with informally and addressed by the class teacher or tutor. The school welcomes complaints in a supportive and open manner, assuring parents that their concerns will be taken seriously without any adverse impact on their children. Parents are informed that their initial point of contact should be their child's class teacher or tutor, and they are encouraged to address any complaints directly to them. The complaint will be promptly acknowledged, and the class teacher or tutor will work towards resolving the matter and provide feedback to the parent. In the majority of cases, a satisfactory resolution is achieved at this stage. However, if parents choose to approach the principal directly, he will evaluate whether the complaint should be handled by him or referred to a colleague who is better suited to address it initially.

If the initial discussions with the class tutor do not lead to a satisfactory outcome, parents will be advised to submit a written complaint to the Head of Year or Assistant Headteacher. Should the matter remain unresolved, the principal will personally meet with the concerned parents to discuss the issue. Efforts will be made to reach a resolution at this stage, although further investigations may be required.

The principal will maintain written records of all meetings and interviews related to the complaint, ensuring their confidentiality. Once the Principal is confident that all relevant facts have been gathered to the best extent possible, a decision will be made and communicated to the parents in writing, accompanied by the reasons for the decision.

In addition to the school's internal complaints process, parents have the option to lodge a complaint with ADEK by contacting the Customer Happiness Centre. In such cases, the school is given a period of three days to provide a comprehensive account from its perspective, including the steps taken. It is expected to communicate with the parent to discuss and resolve the matter.

If a parent expresses contentment with the outcome, the case will be considered concluded. However, if the parent remains dissatisfied, the complaint will be escalated to ADEK, where the customer service team will employ the guidelines governing private schools in Abu Dhabi to address the complaint in collaboration 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.

The quality of Leadership is outstanding. The senior leadership team is highly qualified, skilled and experienced. Leaders ensure consistent adherence to BSO standards with most members serving for over 5 years. They possess a growth mindset and continuously develop themselves as individuals and leaders. A 360-performance review is used for the appraisal of school leaders.

The school's vision is “to be a world-class school, providing the best for every child”. Leaders at all levels, inspired by the principal, establish a remarkably clear strategic direction and promote an ambitious vision embraced by the entire school community.

All leaders, including the principal, demonstrate extensive knowledge of the curriculum and employ best practices in teaching, learning, and assessment. Their focus is on maximising student achievement while constantly seeking personal and professional growth. Together, they establish an inclusive school with a purposeful learning culture and achieve high standards in student learning and personal development.

The school's improvement planning and practices at all levels are built on systematic and rigorous self-evaluation, utilising both internal and external data. The school possesses a deep understanding of its strengths and areas for improvement. All priorities are accurately identified and thoroughly analysed. The evaluation of teaching, learning and their influence on student achievement is carried out with a systematic and rigorous monitoring approach. The school's performance management is highly efficient and results in professional development that fosters, stimulates and assists the teachers.

Leadership and management across the Rose campus have been successful in prioritising children’s communication and language skills, personal, social and emotional development, mathematics and early literacy. The school prioritises working with parents to help them support their children’s development in these areas. Leaders and managers are fully involved in monitoring learning outcomes, checking the accuracy of staff’s assessments regularly through both phase meetings and moderation across other schools. As a result, activities in class are well matched to learning needs and children’s progress is tracked precisely. The leadership across the Early Years believes in building strong teams by developing a shared sense of responsibility for continual improvement and development. Staff are held accountable for the quality of their own practice and to look for opportunities for professional development. Staff respond positively to the challenge of self-improvement and meet this expectation within a culture of mutual support and challenge. Leaders and teachers are encouraged to develop links with partner schools to share systems for training, monitoring and evaluation and ways of working. They effectively find out what works-and what doesn’t-and share what they have learnt.