Regent International School

British Schools Overseas Inspection Report

Inspection Dates: 9 to 12 February 2026

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Age Group: 3 to 18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. Education Development Trust (EDT) is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for BSO accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarding applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability

The BSO standards are as follows:

Part 1. The quality of education provided by the school (curriculum, teaching, learning and assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 9. The quality of provision for boarding.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and carers and the wider public of the quality of British schools overseas by placing reports in the public domain.
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Key for inspection grades

Grade 1	**Outstanding**
Grade 2	**Good**
Grade 3	**Satisfactory**
Grade 4	**Inadequate**

Information about the school

Regent International School is an inclusive, co-educational school that follows a British curriculum. It is located in The Greens, Dubai. The school is part of the Fortes Education group that owns Sunmarke School and Jumeirah International Nurseries. The school opened in 2004 and has expanded over the years. Sixth-form provision has been in operation for the previous two years. The current principal has worked for more than 12 years in the school and was an acting principal during the previous BSO inspection.

There are currently 1,734 pupils on roll aged three to 18 years. The school is a diverse international community of 89 nationalities. Almost half of all pupils speak English as an additional language (EAL) and 47 pupils need extra support to gain access to the curriculum. There are 51 pupils with special educational needs and/or disabilities (SEND) and 83 pupils who are on the gifted-and-talented (G&T) register.

In early years, children follow the early years foundation stage (EYFS) framework. In primary and key stage 3, pupils follow the national curriculum for England (NCfE), leading to IGCSE courses in a range of subjects. In the sixth form, students study AS and A levels. All students go on to attend universities worldwide.

The school aims to nurture pupils to reach their full potential and to be a 'Changemaker'. There is major focus on developing pupils' personal development skills through the 'Positive Education' programme.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four EDT inspectors who spent four days at the school. The BSO registration and self-review documents were completed in advance and the inspection dates were confirmed with 10 weeks' notice. Inspectors reviewed key information about the school prior to the inspection.

During the inspection, the team visited 114 part-lessons and carried out 26 learning walks, including four that were extra-curricular and enrichment activities. A total of 14 lessons were jointly observed with leaders. Inspectors also made three visits to the forest school as part of early years. The team held 34 meetings with leaders, teachers, pupils, parents and members of the school's governing board.

Inspectors scrutinised pupils' work and reviewed a broad selection of documentation, including assessment records, policies and strategic plans. Safeguarding arrangements were evaluated to check their compliance and effectiveness. Inspectors also considered the views of parents and staff gathered through the BSO survey, which was distributed shortly before the inspection.

Evaluation of the school

Regent International School is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.

The school meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are outstanding.

Children from all starting points make outstanding rates of progress, including those identified with additional learning needs. In the early learning goal related to literacy, 89% of children are in line with expected standards and 76% are above. By the end of the early years, children are confident speakers. They enjoy reading and share ideas about their favourite characters and settings.
In key stage 1, almost all pupils, including those with SEND and EAL, make rapid rates of progress to achieve outcomes which are above England averages in reading and writing as a result of targeted specialist support. In Year 1, almost all pupils achieve at least the required standard in the phonics screening check, including those with EAL needs. In Year 2, pupils use higher order skills to convey their ideas to create a map of an imaginary planet. By the end of Year 6, around 89% of pupils achieve results in reading and writing which are significantly above England standards.

In secondary, pupils continue to make excellent rates of progress. In Year 7, pupils successfully infer feelings and show empathy for the character Caliban in 'The Tempest', using a picture as visual stimulus. By Year 8, pupils are able to accurately retrieve quotations from a poem entitled

'The Caged Bird' to reflect British values. For example, pupils selected 'the caged bird sings with a fearful trill' to express emotions related to personal liberty.
In 2025, in IGCSE English language, 45% of pupils achieved at grade 7 or above, and in IGCSE English literature, 77% of pupils achieved at grade 7 or above. In both examinations, pupils performed above the England average. Over the past three years, examination results have continued to improve as a result of teachers' focused use of data to plan interventions and personalise learning. By Year 11, pupils can successfully retrieve information and accurately annotate an unseen poem, such as 'The Wild Swans at Coole' by Yeats, using very well-established textual analysis techniques to consider the poet's meaning of 'the nineteenth autumn has come upon me'.
In the sixth form, in the previous year, only two students were entered for the A level English literature examination, achieving at grade C and above. In lessons and students' work, students make excellent rates of progress. By Year 13, A level English literature students demonstrate strong analytical skills, shown in a well-focused discussion to review 'A Minor Role', exploring the strong link between the author's chronic illness, her role within society and the impact it has on her writing.

Attainment and progress in **mathematics** are outstanding.

Pupils of all abilities, including those with SEND and EAL needs, as well as those identified as G&T, make rapid and sustained rates of progress through each key stage as a result of teachers' excellent targeted support, and the adapted and inclusive curriculum that they receive.

In early years, children develop a deep understanding of numbers. They can count reliably up to a given number and add and subtract sets of objects using the correct signs. Children confidently explore different shapes and patterns in their environment and use appropriate mathematical terms to explain their findings. By the end of early years, 88% of children achieve a Good Level of Development.

As pupils progress through the primary phase, they all continue to make rapid and sustained rates of progress. By the end of key stage 1, Year 2 pupils successfully calculate sums of numbers, and learn very well how to predict, to measure lengths of different objects, and to find out the difference. Pupils continue to enjoy mathematical challenges. For example, in Year 5, pupils confidently solve problems related to multiples and factors. By the end of Year 6, pupils develop excellent knowledge and understanding of how to substitute values in expressions, strengthening their excellent reasoning skills. As a result, pupils exceed the curriculum standards in external tests at 86% when compared to the England average of 73%.

In secondary, pupils become increasingly confident and independent to use their strong mathematical knowledge and skills to solve complex problems. Year 8 pupils are proud to calculate and simplify sets of ratios involving algebra. At IGCSE, pupils continue to deepen their understanding of mathematical concepts and how to solve demanding tasks. Year 10 pupils calculate well simultaneous equations and can determine the functions and gradients between different terms. Attainment is high and pupils make outstanding rates of progress. IGCSE pass rates exceed international averages with 64% of Year 11 pupils achieving the highest grades of 7 or above, when compared to the England average of 17%.

At A level, students' attainment and progress are outstanding with 50% of students attaining the highest grades of A* to A, demonstrating outcomes that are above the England average of 42%. In Year 13, students expertly tackle implicit differentiation of equations, developing excellent critical thinking skills.

Attainment and progress in **science** are outstanding across the school.

There are no significant gaps between different groups of pupils, including boys, girls, and pupils with EAL or SEND. In the early years, children achieve very high levels of attainment and progress in understanding the world, with 90% working at or above age-related expectations, well above England averages. All children make rapid rates of progress from their starting points as a result of tailored teaching and the effective support that they receive from their teachers. In the Reception Year, children eagerly experiment when they mix freshly chopped apples, lemons and mint with water to produce a juice and make excellent comments on the colours and textures.

Across the primary phase, attainment remains very high. Moderated internal assessment data shows that 95% of pupils are working at or above age-related expectations, with outcomes strengthening by the end of Year 6, where 89% of pupils attain outcomes above England averages. Pupils demonstrate secure scientific knowledge and enquiry skills. For example, in a Year 4 lesson on conductors and insulators, pupils planned and carried out an investigation to test materials, recording outcomes accurately and using appropriate scientific terminology.

In the secondary phase, pupils make exceptional rates of progress, reflected in their confident application of scientific reasoning. For example, in a Year 9 chemistry lesson on the periodic table and group one metals, pupils explained increasing reactivity down the group, linking electron structure to chemical behaviour. IGCSE outcomes are above England averages, with 50% of pupils attaining grades 7 or above, demonstrating excellent rates of achievement. In Year 11, pupils identified and explained the function of major blood vessels during a heart dissection experiment, demonstrating secure anatomical knowledge aligned with examination expectations.

In the sixth form, the size of the cohort is too small, typically four to five students, limiting national comparison. In biology, chemistry and physics the vast majority of students attain in line and most above, curriculum standards and make excellent rates of progress in relation to their starting points. In a Year 12 biology lesson on immunology, students applied their strong scientific knowledge to explain organ transplant compatibility, using antigen matching and immune responses.

Pupils' attainment and progress in a range of **other subjects** are outstanding.

From their individual starting points, including pupils with SEND and EAL, pupils achieve highly and make sustained rates of progress across the wider curriculum. In primary, pupils develop secure subject knowledge and apply skills with increasing levels of precision and independence. By secondary, this strong progression is reflected in IGCSE outcomes that exceed England

averages in all subjects, particularly at grades 7 or above, demonstrating attainment well above national averages. This high achievement continues into the sixth form.

Across subjects, pupils demonstrate depth of understanding and accuracy in the use of subject-specific vocabulary. In geography, pupils analyse contrasting earthquake case studies, drawing secure comparisons between causes, impact and responses, synthesising prior learning confidently. In art, pupils show refined technical control and compositional awareness, articulating the rationale for their creative decisions. In music, pupils apply harmonic conventions accurately and evaluate the effect of their choices with maturity. In computing, pupils construct and refine algorithms independently, evidencing secure conceptual understanding.

Across all phases, pupils apply their learning fluently in unfamiliar contexts. Internal performance and published outcomes confirm sustained rates of high attainment and outstanding levels of progress.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching, learning and assessment is outstanding (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Part 2 below).
- The welfare, health and safety of the pupils are outstanding (see Part 3 below).
- The standard for the suitability of the proprietor and staff is met (see Part 4 below).
- The premises and accommodation meet the requirements of the Standard (see Part 5 below).
- The provision of information for parents meets the requirements of this Standard (see Part 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken during February 2026, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Part 1. The quality of education provided by the school

The standards relating to the **quality of the education** are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The **quality of the curriculum** provided by the school is outstanding.

The curriculum is broad, balanced and appropriately adapted to reflect the learning needs of a diverse school. The school's purpose, philosophy, and pedagogy underpin the innovative and inclusive curriculum which positions Regent International School as 'a school for everyone, a pathway for all'.

The curriculum is designed to provide a challenging personalised pathway for all pupils. Curriculum adaptation is systematic, proactive and closely aligned to pupils' needs. This bespoke provision is further enhanced with a portfolio of signature programmes that includes twenty-first century skills, environmental sustainability, artificial intelligence (AI) and virtual reality (VR). As a school group, there is a strong focus on computer science, digital literacy, science, technology, engineering, arts and mathematics (STEAM) and design thinking which all strongly promote pupils' critical thinking, research and problem-solving skills.

As a diverse school, there is a purposeful and strong emphasis on the development of all pupils' English language skills. Opportunities range from a challenging A-level literature option for older students to extra support for EAL pupils. From the early years onwards, the NCfE is enhanced with the UAE's moral, social and cultural programme that covers all aspects of life in the UAE, including the Arabic language, Islamic education, history and culture, providing a truly global context for learning.
School leaders complete a thorough review of the curriculum four times a year. Where necessary it is adapted by members of the inclusion team or class teachers to meet the needs of pupils with SEND, EAL, the more able and G&T pupils. A recent curriculum modification included the option of a modular IGCSE in several subjects to enable better learning outcomes for all pupils.

Britishness features across the curriculum and there is a specific emphasis on teaching British values through the 'values in action' programme. In discussions, pupils can describe the process for pupils' council elections, stating that all pupils have an equal opportunity to apply. In a Year 7 'Positive Education' lesson, pupils reflected on whether traditions needed to fit in with modern life and whether there should be personal choice.

The curriculum promotes respect for all people, paying particular regard to the protected characteristics of age, disability, race, religion or belief, pregnancy and maternity. Those characteristics which UAE law precludes the school from tackling are marriage and civil partnership, gender reassignment, sex and sexual orientation. The whole school approach to 'values in action' fully supports the aim to empower pupils with a high-quality values-based education that inspires pupils to achieve their fullest potential and to flourish in a changing

world. Pupils across the school are given a wide range of learning opportunities to explore British values, including personal liberty, democracy and tolerance through real-life scenarios. Britishness permeates the curriculum, from Paddington Bear in early years to Shakespeare in the secondary school. Corridor displays reflect British life and its citizens, including famous inventors, artists and authors.

There is an extensive range of 192 high-quality extra-curricular activities to enable pupils to extend their learning, to choose a new challenge or to practise their existing skills. High levels of participation enables pupils to join innovative competitions such as the F1 Formula team or progress to more advanced sports squads. The school's buddy app collates activity requests to manage planning and records weekly attendance. Surveys are conducted termly to gather feedback from pupils and parents with the school responding to requests wherever possible.

All secondary pupils follow a well-planned, age-appropriate programme of careers education. This is further enhanced for older pupils who can experience work placements, have access to mentoring, and attend careers workshops and university open days. In addition, pupils with SEND benefit from alternative pathways and progression routes.

The quality of **teaching, learning and assessment** in the school is outstanding.

Teaching is characterised by teachers' secure subject knowledge and highly responsive questioning, enabling teachers to anticipate and to deal with pupils' misconceptions swiftly and effectively. They use adaptive teaching approaches, including carefully sequenced learning, and well-judged scaffolding to ensure that pupils with SEND and EAL gain access to ambitious content and make strong, sustained rates of progress alongside their peers.

Teachers know their pupils remarkably well because they have good access to highly detailed individual profiles of pupils which inform their lesson planning and guide their setting of robust targets. Almost all pupils make excellent rates of progress as a result. The raising attainment progress plan ensures that teachers' interventions are clearly recorded and fully support pupils of all abilities, including G&T pupils, as a result. Individual action plans for pupils with SEND are precise, regularly reviewed with parents and adapted responsively. Learning support assistants are allocated to all primary lessons, and, when deployed effectively, they enable pupils to make strong rates of progress. In a very few lessons, the use of learning support assistants does not always lead to pupils making better rates of progress.
All lessons begin with a clear learning objective along with detailed success criteria, enabling pupils to carefully self-assess their own work. This approach ensures that they have ownership of their own learning, know what they have achieved and know their next steps in learning. Teachers carefully select the best approach to support learning and inspire curiosity. For example, in a Year 10 music composition session, the teacher modelled advanced harmonic language to enable pupils to evaluate different chord sequences and to refine their own compositions.

Teachers plan lessons which combine a range of learning activities to engage pupils' interest and to stimulate their curiosity. They use a variety of activities in real-life or familiar contexts to make learning real and fun. For example, in a Year 9 science lesson using Harry Potter as a context, pupils used their scientific investigative skills to identify which chemical poisoned Dumbledore.

Teachers use a digital notebook to upload presentations from the lesson for pupils to use later for independent learning. Teachers and pupils work on setting targets together to ensure that pupils take ownership of the targets and have the confidence to achieve challenging goals.

Collaboration and interaction are strong features of lessons across the school. For example, Year 2 pupils in mathematics can work in pairs and small groups, interact with each other and share ways to calculate irregular perimeters. In a Year 9 English lesson, pupils collaborated effectively in groups to determine how Alexander the Great used ethos in his speech. Secondary pupils demonstrate strong collaborative learning and critical thinking ability as they work in groups to evaluate the impact of tourism on Machu Picchu. They categorise the effects into environmental, economic and social factors before debating whether the site should be placed on UNESCO's 'World Heritage in Danger' list, requiring them to justify decisions using evidence rather than opinion. Older students in Year 12, demonstrate strong digital literacy through the purposeful use of digital devices to retrieve subject-specific information, check and refine their understanding of key immunology concepts, and support accurate scientific explanations during discussion.

School leaders and teachers are adept at using data to check pupils' progress and set rigorous improvement targets at all levels. All teachers have access to professional development to understand how to analyse data and to use it effectively in their teaching. A well-structured whole school system for the moderation of pupils' work ensures internal assessments provide robust and secure performance data. Pupils' data is collated from entry to establish a secure base line, and this is used to track their progress across all subjects. The school effectively uses a range of external standardised tests to check the attainment and progress of pupils against international standards. Teachers are adept at using assessment for learning approaches in lessons to give live feedback to pupils during lessons to help them improve. Pupils from an early age develop valuable self-assessment skills. In the early years, children become adept at using visual codes to check their work, while older pupils successfully use more sophisticated assessment criteria.

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

The standards relating to the spiritual, moral, social and cultural (SMSC) development of pupils are met except for the standard in paragraph 5(b)(vi). This is not met because of the requirements of the host country relating to the Equality Act 2010.

The **spiritual, moral, social and cultural** development of pupils is outstanding.

Regent International School is an inclusive and aspirational community in which pupils feel safe, valued and known as individuals. Relationships amongst pupils and between pupils and staff are warm and purposeful. Pupils describe the school as welcoming and diverse and speak positively about feeling 'at home'. This strong sense of belonging underpins pupils' high levels of self-esteem, confidence and positive attitudes to learning across all phases.

Pupils' behaviour is consistently outstanding. Pupils are courteous, respectful and reflective. They understand what constitutes a respectful code of conduct and speak confidently about kindness, tolerance and fairness. Reflection supports pupils in considering the negative impact of their actions on others and in repairing relationships where needed. Pupils demonstrate emotional maturity and an age-appropriate understanding of what is right or wrong. They are proud of their behaviour and recognise that the school's expectations are rooted in shared values rather than compliance alone.

Pupils participate fully in school and take on responsibilities readily. Leadership roles, including house captains, sports leaders, eco leaders and well-being warriors are allocated through application and interview processes. Pupils explain how they must justify their suitability for positions of responsibility, demonstrating understanding of accountability and democratic representation. Creative and cultural leadership opportunities, including music, arts and enterprise events, further develop their initiative and levels of confidence, promoting social responsibility and preparing pupils well for active citizenship.

The pupils' voice is very well established across the school. Leaders gather pupils' views through councils, structured discussions and surveys. Pupils can identify tangible changes resulting from their feedback, including enhancements to play provision and additional activities and trips. They report that senior leaders, including the principal, engage directly with classes and listen carefully to their views, strengthening pupils' confidence that their opinions are valued and taken seriously.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Pupils develop very good understanding of democracy through elections, councils and shared decision-making. They demonstrate knowledge of governance structures and public institutions in the UAE and in the UK, including parliament, taxation, public services and education pathways. Political matters are explored in a balanced and age-appropriate manner with no evidence of partisan political views being promoted.

Pupils' cultural development is strong. The school's diverse community provides a daily lived experience of mutual respect. Pupils celebrate national and international events and learn about a range of cultural and religious traditions. Charitable initiatives, including Ramadan food donations, community support projects and fundraising for recognised organisations, develop pupils' understanding of service and social responsibility. Environmental awareness is promoted through recycling and sustainability projects, encouraging pupils to consider their role within the wider global community.
Pupils with SEND and EAL participate fully in all aspects of the school through inclusive teaching, thoughtful adaptation and equal access to leadership and enrichment opportunities. Pupils demonstrate empathy when discussing difference and reject discriminatory language or behaviour. The personal, social and health education (PSHE) programme places a high priority on establishing pupils' relationships, identities and their mental health and well-being. Older pupils have access to suitable relationships and sex education (RSE), helping them to make informed, safe, and respectful choices regarding their bodies and relationships.

As a result of the school's inclusive culture, clear values and strong relationships, pupils develop high levels of confidence, resilience and social awareness. They leave Regent International School as reflective, respectful and socially responsible young people, very well prepared to contribute positively to life in the UAE, the UK and the wider global community.

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

The **welfare, health and safety** of the pupils are outstanding.

The school places pupils' well-being at the heart of its provision and fully meets the UK and UAE regulatory requirements. As a result, pupils feel very safe, valued and cared for. Parents appreciate the high priority the school gives to the pupils' welfare, health and safety.

Clear induction procedures and effective pastoral systems ensure that pupils settle quickly into the school. Safeguarding policies and procedures are comprehensive and robust. Senior leaders, teachers and other staff have received relevant safeguarding training which is in line with Keeping Children Safe in Education (KCSIE). Staff understand their safeguarding responsibilities and are very clear about the school's recording and referral procedures. Designated safeguarding leaders (DSL) monitor records closely, ensuring that concerns are followed up swiftly and effectively. Safeguarding is embedded as a whole-school priority, underpinned by a strong culture of vigilance.

Pupils demonstrate a clear understanding of how to keep themselves safe, including online. They confirm that bullying is rare and are confident to ask for help if they are worried, reflecting consistent messages reinforced through the curriculum and daily routines. Parents learn very well about how to protect their children from the possible negative effect that social media might have on their children's learning and well-being.

Leaders ensure compliance with the UK and host country legislation through clear policies, daily checks of the premises and well-established reporting systems. The health and safety teams undertake regular fire risk assessments on the premises and resources to keep the school's community safe and secure. Fire drills are regular and ensure that pupils and staff know how to evacuate the buildings safely in an emergency. Electrical appliances are checked for their safety by specialist engineers.

The wide range of risk assessment procedures are thorough and fully embedded, including those related to earthquake and flood. Educational visits are approved only when detailed risk assessments are in place, ensuring pupils' safety at all times. The school ensures that hazardous materials are locked in safety cabinets. Health and safety files, including accidents and incidents are meticulously recorded, including subsequent actions.

Medical provision is very well organised and very well equipped. The doctor and three nurses provide timely and competent care and ensure that pupils with medical needs are well known to all teachers, including the canteen staff. They ensure that medical files and medicines are stored safely and that parents are informed appropriately.

Behaviour across the school is excellent. A clear behaviour policy promotes positive conduct and sets out appropriate sanctions, highly supported by the 'Positive Education' and restorative justice systems that empower pupils to develop their own positive character. Senior leaders

monitor the nature of the behavioural incidents to identify any potential trends or patterns to further improve their practice.
Attendance and punctuality are consistently strong and compare favourably with UK national averages. Attendance is high at 97%, indicating pupils' strong engagement with school and leaders' effective partnership with families. Clear monitoring procedures and early intervention ensure that any concerns are dealt with promptly. Induction and transition arrangements are strong, ensuring that pupils are clear about the school's routines.
Overall, the school provides a highly safe, caring and nurturing environment where pupils can learn and flourish. Leaders remain vigilant in maintaining and refining systems to ensure pupils' welfare continues to be prioritised.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

All senior leaders and human resource specialists undertake regular safer recruitment training. The appointment of staff follows a rigorous vetting process to ensure that all staff members are fully compliant with all requirements and that they are suitable to work with children. Leaders verify the identity of staff, check professional qualifications, visa, police records, references, online presence, medical fitness and review any gaps in employment. They ensure that no member of staff, including volunteers and non-teaching staff, take up a position in the school until these checks are complete. Induction procedures are extensive and staff undertake a wide range of training, including safeguarding to ensure that they are very clear of the school's high expectations.

The process of maintaining and monitoring staff records is robust. Leaders have established an excellent single central record (SCR) for all staff, which enables them to ensure that such checks are all in place. This comprehensive profile is stored electronically to maintain a high level of confidentiality. It includes all of the required checks, the dates when the checks are made and the names of the persons who have made such checks. The system alerts the leaders whether such checks are due for renewal. Visitors to the school wear an identity badge while they are on site. Security staff monitor the school's building and challenge any unauthorised persons attempting to enter the school.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The premises, facilities and resources are of a high quality and very well used to support teaching and learning. The design of the building and the range of outdoor facilities, including the forest school, provide a vibrant and inspiring environment for pupils to learn. Classrooms are spacious, airy and very well furnished. Spaces are imaginatively used and continually adapted to meet the needs and interests of all pupils. The sixth-form accommodation is modern and appeals to the students' taste and their preferred style of learning.

Facilities for sports, computing, art and design and technology are of high quality and safe to use. Swimming pools are maintained to a high standard and supervised by life guards. Changing and shower rooms are nearby and maintained to a very high standard. Pupils have access to prayer rooms and ablution facilities. Outdoor spaces are very well designed and provide high-quality provision for physical education, play and social interaction. Lighting is effective throughout the buildings, and acoustic conditions are suitable for teaching, learning and larger gatherings. External lighting ensures safe access to and from the site. There is an adequate number of toilet facilities, which are separate for boys, girls and adults, including those for pupils with disabilities. These facilities are clean and very well stocked.

The school benefits from lifts and ramps that pupils and staff with reduced mobility use when required. The physical environment is well organised to remove barriers to access, enabling pupils with physical needs to work independently alongside their peers without diminishing academic expectation. Drinking water facilities are available for pupils in all the sections of the school, including the canteen. The canteen is hygienic and provides a range of healthy snacks for pupils to consume. The medical room has its own treatment beds, a sink and toilet facilities for the sick and injured pupils to use in an emergency.

The dedicated team of cleaning and maintenance staff ensures the upkeep of the buildings, grounds and resources to the highest standards. Pupils show considerable pride in their school, evident in the way they recycle materials and keep it free from litter. School transport, including parents' car parking, is very well supervised by site staff and leaders. Regular checks by the highly efficient operations team, the monitoring of closed-circuit television (CCTV) and the thorough checks by the security guards ensure the safe operation of the school.

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

The school meets the requirements of this standard.

The provision of information for parents and carers is of a high quality and available for parents on the school's website and the virtual learning environment (VLE) portal, including a range of policies and procedures, the school's aims and ethos, daily routines and behavioural expectations to keep children very safe and secure. It also includes the school's address, telephone number, the name of the head teacher and the details of members of the proprietorial body.

Partnership with parents is excellent. Parents speak highly of the excellent channels of communication established between home and school, including the weekly newspapers, the online messages, social media and the principal's popular Friday messages to parents. The VLE is easily accessible and parents can check their children's learning and their overall personal development and well-being. A number of staff working in the school speak different languages and act as a liaison between families and the school.

The school is highly successful in involving parents in their children's education and in the work of the school such as in their excellent contributions to events, including National Days and world cultural events. Surveys of parents indicate that they are very supportive of the school. These positive views were confirmed in meetings with parents during the inspection.

Parents receive regular and comprehensive reports that contain a wealth of information on their children's academic outcomes across all subjects, including their next targets, behaviour, attitudes to learning, merits and rates of attendance. Parents attend regular consultation meetings with teachers to discuss their children's strengths and how to further improve their learning and development. Parents who have children with SEND value the opportunity to meet their children's teachers and external professionals to discuss ways to support their children's learning and development and to review their individual educational plans. Parents strongly agree that the school invests highly in their children's education. Their children are happy and feel very safe and valued.

Parents appreciate the way in which the leaders and teachers respond promptly to their suggestions and viewpoints, and how they place children at the heart of what they do. They comment on how the school is inclusive and how well the staff focus on their children's strengths and allow them to grow and to succeed. They appreciate that 'safeguarding is everyone's responsibility'.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

The complaints policy is available to parents on the school's website. Leaders also provide the policy in a paper format whenever required by parents. The policy is updated regularly and complies with all of the requirements. It has clear guidance on the classification of complaints, be they formal or informal, the timescales for resolution, and by whom. The policy establishes a formal procedure for the complaint to be made in writing in cases where the parent is not satisfied. It makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint. The policy ensures that, where there is a panel hearing, one panel member is independent of the management of the school. The complainant can be accompanied by a third party at a panel hearing, if they wish.

The school keeps meticulous records of all complaints received, their nature and how they were resolved. All complaints are dealt with swiftly and to the satisfaction of parents. There have been no complaints that have progressed to a panel hearing stage. Parents spoken to reported that concerns are rare. They appreciate the school's open-door policy to speak to teachers, the school's counsellor and the senior leadership team when needed. As a result of the strong relationships between parents and staff, complaints are resolved informally.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met. The senior management team works relentlessly with leaders at all levels to strengthen its exceptionally clear vision, direction and strategic plans that they share with staff, parents and other stakeholders. Leaders at all levels are ambitious and set high expectations. They demonstrate a strong commitment to continuous improvement and inclusion. Staff and pupils embrace the school's values of being a 'Changemaker' and this is evident in the way pupils are keen to learn and to thrive. Parents are very supportive of the vision and feel that their children are safe and secure in school and learn very well. The leadership and management of the early years and the sixth form are outstanding.

Leaders view safeguarding arrangements as paramount to the success of the school. Safeguarding policies and procedures are thorough and highly effective with robust child protection arrangements.

Leaders at all levels show excellent knowledge of the curriculum and the best practices in teaching, learning and assessment. Middle leaders are very clear about their roles and responsibilities and priorities for development in their subjects, based on thorough and accurate analysis of assessment data. Retention of teachers and other staff is high and provides excellent continuity in learning for all pupils. Leaders at all levels demonstrate excellent capacity for further improvement.

Professional development is extensive and links closely to the performance management of staff. Since the previous inspection, a large number of highly motivated leaders have undertaken national professional qualification (NPQ) programmes to sustain their outstanding practice. Teachers make excellent comments on how their targets are focused on improving students' achievement and their personal development goals. They are proud to share best practice in teaching, learning and assessment with other staff and encourage team reviews to quickly remedy any improvement required. A few of the learning support assistants do not have clearly defined roles and responsibilities.

Teachers state that they feel highly valued and supported and that leaders are helpful, trustworthy, and open to discussion. All teachers spoken to during the inspection and those who responded to the BSO survey were overwhelmingly positive about their experience in school and expressed their views of how the school had helped them understand the UAE values, customs and laws. Throughout the school, morale is very high, and the communications between members of the community are respectful and professional. They report that leaders strongly foster the health and well-being of all staff, foster strong relationships between staff, and promote succession planning.

Rigorous and accurate self-evaluation including the thorough analysis of assessment data and the views of staff, parents, pupils and external stakeholders contributes significantly to the whole school improvement plan. Subject leaders fully implement and monitor action plans, resulting

in a positive impact on further raising pupils' attainment and improving the rates of progress of all groups. Leaders are honest and transparent and welcome innovative and enterprising opportunities to benefit pupils' education. As a result, the school has sustained rapid improvement and pupils' rates of achievement have remained outstanding.

The governing board is outstanding and is fully representative of the school's community, including the views of staff, pupils, parents, and external stakeholders. The governing board consists of three committees that bring a wealth of experience to the school in relation to education, welfare, health and safety, inclusion, and financial management. Members visit the school regularly, monitor the school's performance with rigour and triangulate pupils' achievement. They gather the views of the school's community and act on their suggestions to improve pupils' learning, such as in the provision of extra-curricular activities. The principal's appraisal is undertaken by the executive director. Targets are challenging and measurable, closely linked to the school's priorities for development and monitored on a regular basis to ensure accountability. Governors fully support the work of the school, and ensure that the school meets its statutory requirements, and that it is very well staffed and resourced.
Governors and leaders at all levels champion inclusion and equality of opportunity, reflected in the school's positive approach of admitting pupils with SEND and EAL, and fully meeting their needs. Leaders embrace the cultural diversity of the school, and work hard to ensure that pupils from different nationalities fully reach their potential.

Early Years Provision

The **early years'** provision is outstanding.

Children enter the early years with a wide range of starting points with a large proportion speaking English as an additional language. Despite this variation, highly effective teaching and a carefully sequenced curriculum enable rapid and sustained progress across all areas of learning. By the end of early years, 88% of children achieve at or above age-related expectations, with 75% exceeding them. Children learning English as an additional language and children with SEND attain at levels significantly above UK national averages. As a result, children leave the early years socially, emotionally and academically well prepared to begin Year 1 with confidence and much independence.

Children benefit from the school's clear and inclusive vision that secures consistently strong outcomes. Calm routines and purposeful adult interactions enable children to settle in quickly, sustain their levels of concentration and engage deeply in learning. From their starting points, progress is carefully monitored so that any emerging barriers are identified early and tackled promptly. As a result, children who require additional support catch up quickly and continue to move forward at the same rate as their peers. Continuity across the early years ensures that gains in communication, early literacy, numeracy and personal development are sustained over time. Children develop increasing levels of independence, resilience and confidence because adults respond precisely to their needs with each child's next learning steps sharply defined.

Adults prioritise purposeful talk and oral rehearsal, enabling children to develop confident communication and increasingly secure language structures. In the Reception Year, children

rehearse sentences aloud before writing and apply phonics and writing conventions with growing accuracy. Many write beyond age-related expectations. Teachers' use of assessment for learning is highly effective, and next steps are clearly understood by adults and children, securing accelerated rates of progress. Play is used deliberately to deepen children's understanding and to enable them to apply their knowledge and new skills independently.

Learning environments spark children's curiosity and deep thinking. Indoor and outdoor provision, including forest school experiences, is carefully designed around exploration, sensory engagement and natural materials. Soft lighting, open-ended resources and tactile experiences invite sustained child-led investigation. Well established routines enable calm transitions, independence and sustained focus. Children demonstrate strong self-regulation, perseverance and pride in their achievement, supported by close partnerships with families.

Leadership and teaching in the early years assures consistently strong outcomes and secure foundations for future learning.

Sixth-Form Provision

The quality of **sixth-form** provision is outstanding.

The sixth form offers A-level pathways aligned to the 'Positive Education' ethos, and it is gradually growing its range of courses. In the most recent examination year, subject entry numbers have been typically fewer than 10, and in several subjects fewer than five. Leaders therefore interpret outcomes data cautiously and proportionately. Observations of lessons and the scrutiny of students' work indicate that students achieve highly and are supported effectively to progress to their next stages of education.

Strong progression from Year 11 to Year 12, alongside a small number of students from other schools, reflects growing confidence in the sixth form. In subjects where four or more students completed examinations, attainment was at least in line with or above England averages. Where outcomes vary, leaders demonstrate a secure understanding of the contributing factors, such as the intake of students who were new to the school and have refined their curriculum planning and assessment strategies accordingly.

The sixth-form leadership team fosters an inclusive, and aspirational culture with a strong emphasis on pastoral care, academic guidance and improvement. Leaders know students remarkably well, and systems for monitoring progress enable timely academic and pastoral intervention.

The curriculum responds very well to students' needs and values different academic pathways equally. Clear entry requirements and flexible course combinations ensure programmes are very well matched to students' prior attainment and aspirations. Teaching is purposeful and consistent with assessment used effectively to develop students' independence and examination confidence. Lesson observation confirms that teaching is highly structured and aspirational, ensuring that students demonstrate strong subject knowledge and independence.

Careers education, information, advice and guidance are highly effective. Students benefit from personalised support, including one-to-one guidance and preparation for higher education, enabling informed decision-making. Parents appreciate the valuable support that their children receive from their teachers, including the careers fairs, and support on mock interviews and the writing of curriculum vitae and personal statements.

Students' personal development is outstanding. Students are mature, respectful and responsible for their own learning. They display positive attitudes to learning and their behaviour is exemplary. Students are excellent role models in the school and beyond. They are proud of their recent Music Festival that won them much praise and respect from the wider school.

Compliance with regulatory requirements

Regent International School meets all of the required standards except those that would be in breach of the host country laws. The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii) or 5 (b)(vi). Regent International School encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and religion or belief, as set out in the Equality Act 2010.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:
In a few lessons, learning support assistants do not always support pupils' learning. Leaders need to ensure that learning support assistants have clear job descriptions and roles and receive training and coaching to develop their skills as learning support assistants and that teachers need to include the work of learning support assistants in lesson planning, explaining to them the expected levels of individual and group support. As a result, learning support assistants will be more responsive to pupils' needs, be on task to help, and contribute fully to pupils' achievement.

Summary of inspection judgements

The quality of education

	Outstanding	Good	Satisfactory	Inadequate
Overall quality of education	X			
How well the curriculum and other activities meet the range of needs and interests of pupils	X			
How effective teaching and assessment are in meeting the full range of pupils' needs	X			
How well pupils make progress in their learning	X			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	X			
The behaviour of pupils	X			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	X			

Leadership and management

Overall effectiveness of leadership and management	X			

School Details

Name of school	Regent International School
Type of school	Private
Date school opened	2004
Age range of pupils	3 to 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1,734
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 45,373 to 59,738
Annual fees (boarders)	n/a
Address of school	The Greens, Emirates living community, Dubai UAE. PO Box 24857
Telephone number	+971 4 360 8830
Email address	n.hopkin@forteseducation.com d.williams@forteseducation.com
Headteacher	David Williams
Proprietor	Fortes Education. Mr. Sanjay Mankani

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Knowledge and Human Development Authority (KHDA) – Private schools in Dubai are required by the to be inspected. A joint KHDA/BSO inspection may be requested through the KHDA's strategic partner, Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of His Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –
(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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