



**SCHOOL PRIOR INFORMATION AND REFLECTIONS
&
REPORT ON THE PRELIMINARY VISIT
FOR
Raffles International School
UAE**

Visit Dates: 28-September-2015 to 01-October-2015

Preliminary Visitors:

**SSEO Christine Bayliss
School Support and Evaluation Officer
Council of International Schools**

**SSEO Alan Scott
School Support and Evaluation Officer
Council of International Schools**

This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.

SCHOOL PRIOR INFORMATION AND REFLECTIONS

The Head of a school wishing to host a Preliminary Visit with a view to entering the Accreditation Process for the first time, or due to host a Preparatory Visit in order to begin the Continued Accreditation Process, is requested to respond to Part One of this template as follows:

- Component A: Provide the information requested in the Introduction.

- Component B: Provide the following three short statements:
 1. The Head of School should provide a thoughtful, reflective statement on where the school has been, where it is now, and where it should be. This statement should provide insight into the school's history of school improvement, weaknesses, strengths, and future challenges.
 2. The Governing Body (or Ownership) should provide a reflective statement on the challenges facing the school from the Governors'/Owners' point of view.
 3. A small, manageable committee of teachers, administrators, parents, students, and others should be assembled to create responses to the following questions:
 - What are the main challenges facing: the school? the faculty? the parents? the students?
 - What changes/additions have been made over the last two years and what additional changes/additions/improvements are planned?

- Attach electronic copies of the following documents:
 1. The school's Guiding Statements (mission, vision, objectives, etc.)
 2. The financial template required in the Self-Study (sent with this form)
 3. Strategic Plan or equivalent (including financial aspects)
 4. Current budget
 5. By-laws
 6. Faculty/parent/and student handbooks
 7. Curriculum guides
 8. The Board of Trustees policy handbook
 9. List of faculty including their qualifications and their length of service at the school

- Component C: Comment on each of the Standards of Accreditation.

NB: Parts Two and Three are for the use of the Preliminary/Preparatory Visitors only.

PART ONE

COMPONENT A: INTRODUCTION

School name:

Raffles International School

School foundation date:

September 2007

School's official status:

Regular Member

Facts on school governance and management:

The school has an effective leadership and management team that ensures the smooth day-to-day running of the school. The school is supported by an active Advisory Council and the Board of Directors in all strategic areas and in matters of the long term vision and mission of the school.

The school leadership and management team is headed by the school Principal who reports to the CEO of Innoventures Education, which manages Raffles International School. In turn, the CEO is responsible to the Board of Directors via the Managing Director.

The school's strategic medium and long term goals are reviewed by the Senior Management and at Group level. It forms a basis for the school improvement plan that determines the school's focus for continuous improvement every year. Annual KHDA inspections and reports inform this process of regular review and strategic planning.

In all dealings, the Governing Body (Board Members) and the School Leadership and Management ensure compliance with all local regulatory authorities. Besides being legally compliant, as an international school, RIS strives to make sure that its decisions are child centred and both culturally and environmentally (how) responsible.

Students: total number of students; number of nationalities; statistically most important nationalities:

Total No. of students (KG1 – Grade 8) = 1713 (as on 21st June 2015)

Number of Nationalities = 95

Statistically most important nationalities:

Nationality	No. of Students	Percentage
Pakistan	127	7.42%
UAE	117	6.83%
Russia	102	5.96%
India	100	5.84%
France	100	5.84%
UK	92	5.37%

Range of grades or year-groups:

Nursery to Grade 9

Academic Staff: numbers; nationalities; statistically most important nationalities:

Academic staff: 136

Nationality:

British-26 (19%)

Irish – 20 (14%)

India – 25 (18%)

Support Staff: numbers; nationalities; statistically most important nationalities:

Support staff: 93

Nationality:

Filipino - 56 (60%)

Summary of academic programs:

Raffles International School is an authorised school for the Cambridge Curriculum UK based), offers the Montessori Programme at Nursery and Kindergarten 1, Montessori with integrated Cambridge Primary(CP) at Kindergarten 2, the Cambridge Primary (CP) and Cambridge Secondary 1 (CS1).

Annual inspection and authorisation by DSIB/ KHDA

Location and buildings:

Raffles International School
Al Baghla Street (formerly Street 20), Umm Suqeim 3,
P.O. Box 122900
Dubai
United Arab Emirates

Accreditation history of the school:

CIS Membership visit September 2014
BSME membership 2014

Other relevant information (if any):

Date of submission of this information:

August 2015

COMPONENT B: SCHOOL REFLECTIVE STATEMENTS

HEAD OF SCHOOL REFLECTION

RIS is a relatively young school, established in 2007. It has grown dramatically since then and currently the number of students on roll total, 1724 plus 117 in the nursery (1840). Recently, a decision has been taken to reduce the numbers of sections in KG and Primary in order to allow organic growth in the secondary school.

I was appointed Principal of RIS, August 2014 along with an expanded leadership team including: Dean of Students, Deputy Head of Secondary and an additional Deputy Head for the Primary School. Over the years I have gained experience, not only as a Team Inspector for British Schools Overseas but also as a Team Visitor of the Council of International Schools (CIS), Fellow of the College of Teachers, Fellow of the Royal Society of Arts, Head of Faculty, Senior House Master and Child Protection Officer. On appointment, my main focus was to build upon the strengths of the school, bringing further clarity and consistency to school operations. In the first year the School Improvement Plan was based on three clear goals: teaching and learning; knowing your students; and developing and supporting leadership. After a very positive, KHDA/ DSIB inspection, the senior leadership and management team put together a detailed action plan focusing on the four key recommendations. In addition to the CIS Membership Visit, September 2014 and subsequent Report, the SLMT led a review of our guiding statements including, RIS Core Values and the 'definition' of internationalism and globalisation. A workshop on these fundamental areas was held, June 2015. Furthermore, an extensive parent survey was carried out in the summer months, 2015- there were 1342 responses and the RIS overall rating- 78% considered the school to be good to outstanding and only 3% of respondents regarding the educational provision as 'unsatisfactory'.

Relationships between staff and students are excellent. Students are self-confident, socially responsible considerate and overall, have outstanding relationships based on the RIS core values of: achievement, collaboration, integrity, respect and responsibility. Students are well educated in line with the School's aim, to empower students with a rigorous, holistic and international education for success in an ever-changing. Students attain good to outstanding levels of attainment and progress as validated by the 2015 Inspection Report and taking into consideration the number of students with English as an Additional Language, commendable results in the external Cambridge Checkpoints assessments in English, mathematics and science. The ease of transitions between Phases and the friendships engendered at the school is outstanding. The school has made significant investment in enhancing the facilities available on the campus and enriching the quality of teaching.

The School feels that over the last year, it has made significant progress in Child Protection / Safeguarding training and provision to ensure a safe and secure environment for all its stakeholders. Sustained by Group support and expertise, the SLMT are dedicated to providing continuing professional development, develop performance management and enhance the expertise and skills set of all staff. The school recognizes that it should continue to investigate ways to support staff in the planning and implementation of differentiated approaches to teaching for learning.

The revised (2013/2014) performance appraisal policy/programme takes account of the areas for staff development and appropriate support. Some examples of recent INSET programmes include: personalized learning/differentiation, creative teaching of Arabic, strategies for mathematics, What Works in science?, developing powerful and outstanding learning, transition to digital learning, the inclusive school in practice, teaching music through the eyes and ears and providing outstanding primary PE. Along with the CEO, the Principal and SLMT have reviewed key policies for Admissions, Assessment, Anti-bullying, Curriculum, Child Protection, Learning Support and Special Educational Needs. Staff have also received training in assessment, target setting using baseline data/ international benchmarking, creating the 'Sparkling Classroom', Next Step marking, E-learning and Critical Thinking, EAL strategies to improve teaching and learning strategies. Overall, this is regarded as a fundamental priority for the SLMT and staff in order to improve and implement personalized learning to meet individual learners' needs across all Phases.

The school recognizes that it must continually review the curriculum/ schemes of work that correspond to the vision and philosophy of the school and concomitantly meet the needs of each student. Senior and Middle Leaders across Phases periodically review curriculum provision, re: Montessori, Cambridge Primary, Cambridge Secondary and IGCSE (introduced, 2015) and this is ongoing in particular in response to changes in the English National Curriculum. In 2014/ 2015 a

Reporting and Assessment Committee was formed and their findings informed the development of curriculum initiatives and assessment in 2015 and this will continue into 2016.

At RIS we recognize the central importance of continuing to develop and foster innovative approaches to teaching and learning. Various external and internal strategies/ training have been adopted most notably with the 'Inspire to Teach' programme and Group support in teaching and learning strategies. CRAs undergo training in Child Protection and Safeguarding and further training in supporting literacy and numeracy development is planned for 2015-2016. Training is ongoing for 'Leaders of Learning'/ Coordinators and the SLMT in Lesson Observation and Feedback. Peer Review, Learning Walks, Drop-ins and Work Scrutinies are embedded across Phases.

Periodic and comprehensive reviews occur at weekly meetings of the Senior Leadership Team, SLMT, Phase/ Coordinator and Staff meetings. The Principal meets the CEO on a weekly basis and with the Advisory Council three times over the academic year. Meetings between senior and middle leaders focusing upon vertical and horizontal articulation take place on a periodic basis. In 2014 the IVEI Group in consultation with the Heads reviewed the Guiding Statements and Philosophy; this was then extended to other stakeholders in 2015. A comprehensive annual Self Evaluation Form informs the SLMT's review of meeting the school's aims. Weekly reviews/ reports from the Principal to the CEO, SLMT to the Principal, Newsletters and reports to the Advisory Council provide ample evidence/ insight into how far the school is meeting the aims/ goals set out in the RIS Guiding Statements, Strategic Plan and Action Plans.

The KHDA report for 2014-15 increased the number of 'outstanding' ratings and identified the following strengths:

- Children in the Foundation Stage, made outstanding attainment and progress in Mathematics and outstanding progress in English. They also demonstrated outstanding learning skills and an outstanding understanding of Islamic values and awareness of Emirati and world cultures.
- Students' personal, community, and environmental responsibility across all phases was outstanding.
- The provision for students' health and safety across the school was outstanding.
- There were excellent displays of students' work which created a stimulating learning environment in the school.
- There was an outstanding range of facilities and resources which had a positive impact on students' learning

A further strength of RIS is the support received from Innoventures Education. It has centralized the support functions for the school such as quality assurance, building maintenance, cafeteria services, transportation, marketing, human resources, admissions, finance, procurement, compliance, and technology. The establishment of an enhanced Quality Assurance Unit by Innoventures Education has driven the development of frequent 'walk through' observations targeted on key areas of classroom practice and led by 'Leaders of Learning' in both Primary and Secondary Phases. Moreover the expansion of the SLMT (2014) has been instrumental in driving improved lesson planning and classroom practice. International baseline tests organized by the QA Unit and Innoventures: PIPS, CAT4, NGRT, ACER ISA, IBT tests and Cambridge Checkpoints to help measure progress have been implemented in both Primary and Secondary Phases. The focus is to increase the consistency of 'good-outstanding' lessons and the use of assessment to improve planning to meet individual needs as far as possible.

The challenges and opportunities that have been identified going forward include:

- Managing development and growth in Primary and Secondary e.g. admissions policy;; room constraints on timetabling; infrastructure; health and safety and security
- managing teacher recruitment and retention
- Improve students' progress in Arabic as a first language by modifying the curriculum in a creative way to engage and improve students' attainment and progress.
- Develop effective teaching strategies and differentiated learning activities that meet the learning needs of all students.
- Enhance the quality of provision for students with special educational needs by;

- improving the effectiveness of communication links with parents to enable them to make a positive contribution to their children's learning
- ensuring individual education plans include measurable learning targets with specific guidance on how to support students' achievement.
- develop a whole school strategic plan that could be shared with all stakeholders and updated on a regular basis to confirm progress.
- improving timely communications with parents and students

Developing curricula, establishing professional learning communities, implementing personalized learning and extending teaching methodologies are fundamental to successful teaching and learning based upon our guiding statements- as such we have set ourselves challenging yet exciting targets. While managing our growth, we need to be able to maintain rigour and relationships. We want to be a school of choice in Dubai by recognizing the power of individual student growth and supporting strong relationships among students, teachers and parents. Institutionalizing a culture among these stakeholders of student responsibility, teacher provided opportunity, and parental support should see a school develop where everyone experiences success. I believe that the process of the self-study, guided by the standards, will aide the school towards improved protocols, procedures, policies, and practices. Taking time to reflect on the standards and implementing well-conceived strategic planning shall see the Raffles International School become a premier school in Dubai. Ultimately, self-review, peer support and membership of the CIS will only further assist us in our journey, 'Towards Excellence'.

GOVERNING BODY REFLECTION

Raffles International School (RIS) is positioned as a premium provider of international education providing all programmes of the Cambridge International Examinations.

The Governing Body is committed to supporting the Senior Leadership Management Team to ensure that RIS is a school of choice, delivering a high quality and holistic education in keeping with the guiding statements of the school.

The Advisory Council as a constituent of the Governing Body endeavours to consolidate inputs of various stakeholders and advise the Senior Management Team to act upon all matters involving continuous school improvement.

Over the five years since Innoventures Education took over the management of RIS, the school has made significant progress both in terms of quality and scale. While the Primary School is well established, the focus over the next few years would be to develop the Secondary School and ensure consistency in the use of best practices across all year levels.

REFLECTION ON CHALLENGES/CHANGES/IMPROVEMENTS AFFECTING THE SCHOOL, FACULTY/STAFF, PARENTS, STUDENTS

Key Strengths noted by KHDA

- Children in the Foundation Stage, made outstanding attainment and progress in Mathematics and outstanding progress in English. They also demonstrated outstanding learning skills and an outstanding understanding of Islamic values and awareness of Emirati and world cultures.
- Students' personal, community, and environmental responsibility across all phases were outstanding.
- The provision for students' health and safety across the school was outstanding.
- There were excellent displays of students' work which created a stimulating learning environment in the school.

- There was an outstanding range of facilities and resources which had a positive impact on students' learning

Key Strengths noted by CIS

- The widespread knowledge, understanding, and application of the school's core values;
- The courteous and hard-working students and the respect and appreciation they show for their teachers;
- The collaborative and purposeful faculty, who show great commitment to the students and their learning;
- the hard-working support staff and the great contribution they make to the character and success of the school;
- The vision of the Board of Directors and CEO in creating an expanded management structure to lead the growth and improvement of the school;
- The strong support provided by the parents' group, 'PARIS'; and
- The increased clarity of direction and purpose provided by the newly-appointed Principal and enthusiastically supported by the entire community.

KHDA Recommendations

- Improve students' progress in Arabic as a first language by modifying the curriculum in a creative way to engage and improve students' attainment and progress.
- Develop effective teaching strategies and differentiated learning activities that meet the learning needs of all students.
- Enhance the quality of provision for students with special educational needs by;
 - improving the effectiveness of communication links with parents to enable them to make a positive contribution to their children's learning
 - ensuring individual education plans include measurable learning targets with specific guidance on how to support students' achievement.
- Governors should develop a whole school strategic plan that could be shared with all stakeholders and updated on a regular basis to confirm progress.

CIS Recommendations

- Clarifying the distinction, if any, between the guiding statements of Innoventures Education and those of the school;
- the formulation of contextually appropriate definitions of excellence in learning and of international-mindedness;
- the creation of comprehensive and articulated curriculum documentation for all grade levels;
- the development of a Secondary School with a broad, balanced, and challenging curriculum;
- the continuing improvement of the Arabic Language A and B programmes by raising expectations for students' learning and by the adoption of more student-focused strategies of pedagogy and assessment;
- the improved analysis and interpretation of assessment data and more targeted use of these data in informing curriculum development and in improving teaching and learning;
- the attainment of consistent teaching standards throughout all school sections;
- the development of the professional development programme more effectively to support school initiatives in teaching and learning; and
- possible collaboration with other schools in the Innoventures Education group in order to develop the professional development programme.

COMPONENT C: COMMENTS ON STANDARDS

The Head of School...

either with or without an appointed representative committee should comment on each of the following Standards for Accreditation. Please use the box marked "School's Prior Comments". The box will expand to accept any length of comment. Please write to a maximum of several paragraphs, linking your comments to appropriate sources of evidence either by links in the text or through the supporting documents already attached. The boxes for the "Visitor Observations" and "Suggested Actions" should be left blank.

The focus of the response should be where the school currently stands with respect to each Standard and on the ways in which the school can further improve its alignment with the Standard as the school reaches for excellence. In reflecting on the Standards, the Head of School (and possibly the committee) should look for guidance in the Indicators shown below each Standard but a response to every individual Indicator is not expected.

The Preliminary/Preparatory Visitors...

address those Accreditation Standards which they consider are most relevant to the school's current situation and on which they feel they have sufficient information to express an opinion.

Some Standards may not carry Visitor observations or recommendations in this report. However, all Standards (and their Indicators) must be fully and individually addressed during the future Self-Study and Team Visit.

SCHOOL GUIDING STATEMENTS

Note: The term “governing body” includes any school ownership structure.

STANDARD A1	
The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school’s chosen nomenclature and format) for students.	
<p>A1a The school’s Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.</p> <p>A1b Monitoring procedures exist which show that the school’s Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.</p> <p>A1c There is evidence which shows that the school’s Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.</p> <p>A1d There are periodic, data-driven reviews of the school’s Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.</p> <p>A1e A formal process and defined indicators are used to assess the school’s success in achieving its aims as laid out in its Guiding Statements.</p>	
School’s Comments	<p>Prior</p> <p>Within the School’s Guiding Statements, the RIS mission, vision and educational objectives are all very clearly expressed. The school’s Guiding Statements are published in classrooms, admissions documents, student diaries, handbooks, policies and on the school’s webpage (http://www.rafflesis.com/south/visionandmission.html).</p> <p>The statements are divided clearly into three sections, “Our Vision”, “Our Mission” and “Core Values”. The Guiding Statements are also clearly visible in and around the school building. The Guiding Statements are fully supported across the IVEI Group. The vision and mission is common across the four schools and clearly supported by the CEO, Advisory Council and RIS school leadership team.</p> <p>The school conducted a full review of the school mission and vision statements which are the guiding documents for RIS through an online survey (School Survey report). The participants in the review were all teaching staff, teaching assistants and administrative staff.</p> <p>The results of the review are that the Vision and Mission Statements are well-suited to the students, the culture of the school and the extended school community. These statements are well-designed to maximise the ownership of the overall direction of the school. The teaching staff and Senior Leadership and Management Team (SLMT) worked on the current version of Guiding Statements and new staff members are introduced to them during orientation training. In May 2015, the school Principal led a whole school collaborative session on the review of the RIS Guiding Statements. At the classroom level, students are taught about core values and integrate them into daily lessons and assemblies. Global Citizenship lessons in the Secondary School focus specifically on Core Values and themes.</p>
Visitor Observations	<p>It is clear to the Visitors that the school has well-established Guiding Statements in place including Vision, Mission, Core Values and statements of philosophy. These Guiding Statements have been adopted</p>

	<p>not only by Raffles IS, but across the schools and nurseries, which are owned and operated by Innoventures Education, a private company which took ownership of Raffles IS in 2010.</p> <p>The Guiding Statements are highly visible throughout the school, on its website and in a wide variety of school publications. They are well-understood and supported by all of the school's stakeholder groups.</p> <p>Following the school's admission to CIS membership in the fall of 2014, school leadership initiated a thorough review of the Guiding Statements in the spring of 2015 resulting in the current version.</p> <p>The core values are seen to be compatible with the school's chosen curricula, which include a Montessori Nursery and KG1 programme, Cambridge Primary and Secondary core curricula, and the UK National Curriculum for non-core subjects such as Art and Music and a developing IGCSE secondary programme.</p> <p>The school has embraced the values, skills and beliefs inherent in the promotion of internationalism and global citizenship and can provide many examples of activities and programmes in place across all grade levels and phases of the school to advance the school's mission to provide a holistic, rigorous and international education.</p> <p>An annual parent survey conducted during the 2014/15 school year shows a commendable overall level of satisfaction with the school's programmes and services and this is seen by school leadership as a clear indication of widespread parent support for the school's Guiding Statements.</p>
Suggested Actions	<p>As the school grows and extends its programmes and services, it is encouraged to consider the development of a regular review and evaluation process to assess the level of stakeholder support for the Guiding Statements and to evaluate the degree of success with which the Guiding Statements drive decision-making, planning and action to fulfil the school's mandate. (A1b,c,d,e)</p>

<p>STANDARD A2 The school's Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.</p>		
<p>A2a The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education.</p> <p>A2b The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students.</p> <p>A2c The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible.</p>		
School's Comments	Prior	<p>The school's Vision is designed to empower students with a rigorous, holistic and international education for success in an ever-changing world allowing all cultures within the RIS community to achieve their personal best and to become responsible global citizens. The School is committed to internationalism through its mission with an array of programs in service, experiential learning, staff diversity, International Day /UAE National Day celebrations, and extensive other commitments within the curriculum. Use of human resources from within the school community promote other cultures and languages. At the beginning of each academic</p>

	<p>year, new staff are oriented at the <u>Sheikh Mohammed Centre for Cultural Understanding</u></p> <p>The school is in the initial phases of incorporating the concept of internationalism/interculturalism <i>consistently</i> across all Phases. The school embraces internationalism in all aspects of operation. Good examples of this are through the <u>Circle of Culture and Global Citizenship lessons</u>. There are some overseas trips and students are often exposed to different cultures through local trips to places such as art exhibitions and other cultural events. An increase of books in the libraries have been implemented in suitable languages (French, Mandarin, Arabic, Russian).</p>
Visitor Observations	<p>The school has clearly made a significant effort to put into practice its stated commitment to create a school culture of internationalism. Across all sections of the school, activities are being developed and implemented to nurture the development of global citizenship. Special events, formal lessons, service learning experiences, innovative strategies including the Circle of Culture, celebrations of the cultural diversity within the school community and many other efforts are just some of the current initiatives.</p> <p>The school has imbedded the concept of internationalism in its Guiding Statements but recognizes that there is still much to be done. The Visitors were impressed by the genuine sense of enthusiasm and commitment to meeting this continuing challenge across all of the school's stakeholder groups.</p>
Suggested Actions	<p>Continue to refine a definition of internationalism and interculturalism which reflects not only the mission, vision and core values of the group of schools of which RIS is a part, but which also incorporates the unique school community that is Raffles. (A2a).</p> <p>Continue to develop strategies to further promote internationalism in a developmentally appropriate continuum across all phases of the school with particular attention to the expanding secondary section. (A2b,c).</p>

STANDARD A3
The school's Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.
<p>The school is committed to, and is actively promoting in its students, internationalism/ interculturalism in education through</p> <p>A3a discussion of substantive matters of principle from multiple perspectives.</p> <p>A3b the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.</p> <p>A3c the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.</p> <p>A3d development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.</p> <p>A3e the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.</p> <p>A3f</p>

.... the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.	
School's Prior Comments	<p>The school makes a concerted effort to promote and encourage students to learn matters of principle from multiple perspectives. Students learn about various cultural aspects, beliefs, values and perspectives of different people around the world (especially in Social topics in Primary and Humanities in Secondary). Students are made aware of some of the major global issues such as the Environment, Health and Human Rights through Global Citizenship lessons in the Secondary School and various charity activities throughout the Primary/Secondary School. Serving the community is supported and driven mainly through the Eco-committee. (Eco Committee, Nepal box appeal, Earth Hour, volunteer work).</p> <p>The school offers a curriculum taught in the English language (Language policy). Other languages taught are Arabic First/Second, French First/Second and Mandarin. The school provides support for EAL students across all Phases. The school also offers extracurricular activities in Spanish, Italian and Russian.</p> <p>The school has counsellors who are responsible for different Phases. Within counselling sessions, students are involved in discussions related to conflict resolution and problem solving. Students in the Secondary School worked collaboratively on a Young Apprentice Project in which they used skills from many aspects of the curriculum. The project culminated in Family Fun Day in which students sold games that they had created throughout the project. Over 50,00AED was generated on the day. Grade 8 students demonstrated excellent leadership throughout the project.</p>
Visitor Observations	As previously stated, the Visitors are impressed with the initiatives already in place and encourage the school to continue to develop the traits, skills, and values related to global citizenship.
Suggested Actions	See previous suggestions.

STANDARD A4	
The school's admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.	
A4a The school's promotional materials and activities project a realistic picture of the school and its mission, objectives and programs, hence enabling parents to appraise the school's suitability for their children.	
A4b The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programs offered.	
School's Prior Comments	School promotional materials include school handbooks, welcome packs, admissions booklets, the School Website, Open House material, Meet the Principal/SLMT presentations, Curriculum Sessions, Admissions Policy , parent coffee mornings and information sessions , school newsletters (SummaRISe). These documents have information that helps guide parents in deciding on the suitability of the school for their students. There is general information about school facilities, courses offered and many of the events throughout the school year within these documents. During the 2014-15 academic year, training and support has been provided to the admissions team. The admissions policy has been

	<p>reviewed and amended in line with the new Parent School Contract. Admissions testing in 2015-16 will include the CAT4 test alongside current entrance tests in English and Mathematics. The school does acknowledge the need to create a clearly defined policy for high quality learning and provide further, extensive training to the admissions team to ensure that they are able to provide prospective parents accurate and detailed information in relation to the school curriculum. Collaboration between Admissions and Heads/Coordinators will continue throughout 2015-2016.</p>
<p>Visitor Observations</p>	<p>A review of the school's website indicates that prospective parents and students are provided with a comprehensive overview of the school's programmes, services and admission requirements. The school's Guiding Statements are prominently displayed and augmented by information about the related, complimentary values and philosophy of the school's curricula of choice.</p> <p>It is clear that the school supplements the website with a comprehensive set of strategies to fully inform prospective families and ensure that there is a good degree of alignment between the mission of the school and the needs and abilities of the student.</p> <p>It is noteworthy that local ministry regulations require an open enrolment policy. In light of this, the school makes every effort to accommodate students who enrol at RIS. (This topic will be further commented upon in other sections this report.)</p> <p>The school has recently introduced a Parent Contract that requires parents to sign off on a document which provides a thorough overview of the school's profile, programmes and services.</p> <p>The school's current Strategic Plan also identifies effective school to home communication as an important priority.</p>
<p>Suggested Actions</p>	<p>None at this time.</p>

**SECTION B
TEACHING AND LEARNING**

Important Note: The Preliminary or Preparatory Visitors have written one overall Section B Teaching & Learning report, but the school will be required to create *multiple* Section B reports (horizontal by school division/phase, vertical by subject area, and vertical summary) during self-study. For further instructions, please see the first page of Section B in the 'Guide to School Evaluation and Accreditation' 8th Edition (Version 8.2) as well as the Section B appendix in that document.

STANDARD B1	
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school's mission, learning objectives, and policies and shall foster global citizenship and student achievement.	
<p>B1a The school's curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.</p> <p>B1b The school's curriculum and programs are supported by a comprehensive set of teaching and learning policies.</p> <p>B1c The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.</p> <p>B1d There is evidence of alignment between the written curriculum, the taught curriculum and student learning.</p> <p>B1e The school has a clearly articulated vision of quality learning and defined practices that support student achievement.</p>	
School's Prior Comments	<p>In the Nursery and KG1 we offer the Montessori curriculum, and in KG2 we offer the Integrated Cambridge Primary with Montessori curriculum. The curriculum in the core subjects at RIS is the Cambridge Primary. The CP gives schools a framework to develop Mathematics, English and Science knowledge, skills and understanding in young learners. Islamic and Arabic, Foreign Languages, Humanities, PE, IT and Art have structured curriculums with the U.K National curriculum providing the framework where applicable. The curriculum is reviewed, keeping in focus 'international mindedness' to evaluate the effectiveness of teaching methods along with aligning moderating it vertically and horizontally.</p> <p>Teaching and Learning in the Montessori curriculum in Nursery and KG, is based on individual student teaching and learning. Respect for each other and for the environment is incorporated into every aspect of learning and independent work through the cycle of activity. Cross-curricular links are carefully planned. As the concept is concrete to abstract, the materials can be manipulated to address the needs of all learners. The Montessori curriculum works in harmony with the child's natural development. The core values of Achievement, Collaboration, Integrity, Respect and Responsibility are introduced right in the beginning in the Practical Life part of the Curriculum through the activities of Grace and courtesy and then woven into everyday learning whereby children respect each other's work. Students care for the environment and the children exhibit socially accepted behaviour and work within the ground rules of etiquette, consideration and respect. In addition, in Nursery and KG our Culture topics such as All about Me, Personal Hygiene, Friendship, Community Helpers, Recycling etc. reflects the aspect of Global Citizenship. This understanding is exhibited</p>

through a vibrant and stimulating learning environment with the effective use of students' work on display.

The multi-cultural nature of Dubai society is reflected within the school as we have 90 plus differing nationalities and cultures within the student population. There are twenty seven nationalities amongst the current staff that provide students with many opportunities to learn about other cultures within lessons and the 'hidden' curriculum. Most students know how Dubai has developed and can give reasons for the changes in Dubai and the other Emirates. Civic responsibility to each other and towards the community is a prominent part of their learning. Students greatly appreciated the multi-cultural society of Dubai and enjoy explaining the culture and history of their own 'home' nations to one another during lessons that include Art, Music and during the school's [International Day](#) celebrations. The study of many different countries and culture also constitutes a part of the Social Studies curriculum. Students fully appreciate and celebrate their own culture. They are very aware of common elements between cultures this is evidenced in Global Citizenship lessons in Secondary school and [Social Studies in the Primary School](#). Students recognize and respond to national and international issues and share an understanding and empathy with others less fortunate, most recently through a link with a SEN school in our neighborhood, The Radisson- Shoe Box appeal in relation to the Dubai Cares Art competition and through various fund raising initiatives. As world citizens, students in Primary and Secondary school are able to show understanding of world's major ecological concerns such as endangered animals.

The school's curriculum design incorporates critical thinking in its core Cambridge subjects of English, Science and Mathematics. This is embedded and aligned into the midterm and long term plans. Students are able to demonstrate their learning experiences through a range of learning outcomes as each lesson shows differentiated planning and delivery for a variety of learners i.e. EAL, SEN, gifted etc. Students are made aware of their targets and can identify their starting points and work towards expected stage levels. Activities are planned and efforts are made to link the curriculum with the core values of the school, Achievement, Collaboration, Integrity, Respect and Responsibility. Teaching polices guide delivery of the curriculum; these reflect key areas of learning for example; child protection, [EAL policy](#), [learning support policy](#), code of conduct and [gifted and talented policy](#). Most policies support teachers to enable planning towards specific student needs and abilities. EAL/SEN students are recognized in their achievements and the curriculum is made flexible to meet their needs. Students are consistently engaged in a variety of learning activities this can be demonstrated through extra-curricular activities i.e. environment club, student learning council and student council. Further evidence of global citizenship is reflected through learning activities where students can relate to the world around them. This discipline offers students opportunities to contribute, share and communicate their ideas through the "circle of culture" programme which is embedded as part of Social Studies.

The curriculum is aligned by Coordinators/Subject Leaders who regularly collaborate in their team meetings to ensure key areas and features are incorporated in the weekly planning. For core subjects, learning objectives are directly taken from the Cambridge curriculum in accordance to its stage level and topic unit. The National Curriculum guides the learning outcomes for the non-core subjects, with Islamic and Arabic curriculum adapting the framework from the Ministry of Education. Schemes of work are used to ensure continuity in curriculum

	<p>delivery. Teachers ensure all students are enriched with quality learning and planned lessons (kinesthetic, audio, visual) which are equally challenging and engaging for different ability of students. Students are supported through initial goal setting at the beginning of topics and are able to identify what they want to learn, increasing student ownership of learning. Students are able to reflect back to see if their personal goals have been achieved as they progress through each topic. Weekly quizzes tailored towards at the end of the lessons enable students to measure their own progress and reflect on their achievements. Students are also supported through the use of <u>ICT across all</u> subjects via I-pads/laptops as a learning tool. Student achievements are celebrated at weekly assemblies such as scientist of the week, writer of the week, mathematician of the week.</p> <p>Additional evidence –</p> <p>Monitoring of teaching and learning policy - https://drive.google.com/file/d/0B69Fe6pGM-avNHVYWWq0a05NbHc/view?usp=sharing</p>
Visitor Observations	<p>The school uses a combination of curricula to support the fulfilment its Guiding Statements. The Nursery and KG1 follows a Montessori programme, which becomes blended with the Cambridge Primary in KG2 through Year 6. The secondary school follows the Cambridge Secondary curriculum adding IGCSE for the first time in the current school year.</p> <p>The UK National Curriculum is used for most non-core subjects in both the primary and secondary sections.</p> <p>The Visitors agree that the chosen curricula mesh well with the school's Guiding Statements which promote a holistic education and core values that align with Montessori principles and Cambridge Learner Profile.</p> <p>The school has a broad range of policies and services in place to guide teaching and assessment practises.</p> <p>The school has developed a wide range of upper and middle management positions to supervise instruction.</p> <p>Extensive mother tongue and second language classes are available to support the school's commitment to internationalism and interculturalism.</p> <p>The Visitors concur with the school's interest in further developing a vision of quality learning and defined instructional practices, although much has been initiated with the arrival of the new Principal in 2014.</p>
Suggested Actions	<p>Continue to develop the school's vision of quality learning and defined teaching practises to support student achievement. (B1e)</p>

STANDARD B2

Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.

B2a

The effectiveness of the school's curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.

B2b

The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.

B2c

The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.

B2d

The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving.

B2e

The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles.

B2f

The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology.

School's Prior Comments

The Montessori curriculum in the Nursery and KG uses a range of material which allows for each child to work and learn at their own pace. The teacher will demonstrate the work through a presentation given to the child who then is free to choose to work with that material until the child has mastered the concept through critical thinking and enquiry and is ready to move on to the next piece on the shelf. This sense of responsibility given to the child, freedom of movement and choice in activity prepares children for each successive development phase. The Montessori learning environment in the curriculum areas of Practical Life, Sensorial, Math, Language and Culture is continually adapted by the teacher in order that individual children in each class may continue to develop in [all the 7 areas](#) (Personal, Social and Emotional, Communication and Language, Physical, Numeracy, Literacy, Understanding of the World and Expressive Art) for a child's holistic development as detailed in the Early Years Foundation stage. Topic based work is introduced to the children on a weekly basis in Nursery and two weekly basis in KG. Topics in KG 1 are supported by a range of specialist subject teachers including, Music, Art and Arabic. For the children in Nursery, the topic work is supported throughout the curriculum by the homeroom teachers. Culture awareness is evident in the classrooms, with a 'UAE table' in each classroom which allows the children to question and write creatively for example linking to the topic of "My City My Dubai."

The [Cambridge curriculum](#) is used vertically throughout the Primary School. All Grades use objectives from the Stages below and above to ensure all abilities are working at the appropriate level during a lesson, ensuring full participation and a constant challenge.

Students are encouraged to work with peers in [pairs or small groups during every lesson](#), promoting social collaboration and teamwork. The Cambridge curriculum lends itself to group work, as it promotes hands on, collaborative activities at every opportunity. The curriculum in school is wide ranging balanced and sharply focused on the development of knowledge and skills. The planning is effective for progression in all subjects [ensuring systematic learning](#). The curriculum is interesting and imaginative and as a result enhances learning. At each grade level there are cross- curricular links (using curriculum maps) which are carefully planned and significantly enhance learning. The school provides good opportunities for independent learning, research and critical thinking e.g. through higher order and open questioning. While learning foreign languages, students are engaged in e-learning and are encouraged to seek more challenging work. This provides students the opportunity to develop their critical thinking, organizational and language skills.

The Cambridge curriculum encourages [critical thinking](#) (pg11) and problem solving, which are incorporated into many lessons. Students are provided with situations in these lessons where they must evaluate and interpret

	<p>varied information and texts. Throughout the Primary School students are made aware of the different learning styles and are encouraged to use strategies that suit their own individual needs.</p> <p>There are regular reviews of the curriculum to ensure good provision of all subjects and to check coverage of topics across Phases. The school modifies its curriculum creatively and wisely to meet different needs of all groups of students through Cambridge Primary levels of differentiation, providing ample opportunities for students to choose and study subjects that fulfill talents, interests and aspirations through real life contexts and scientific enquiry.</p> <p>The school also holds fund raising activities has school events such as National Day, International Day, World Environment Day, Eid assemblies, Charity Bake sales, Hygiene drives, Healthy Eating week and Book Fairs to name a few. All such events help not only in knowledge acquisition but also refinement of attitudes contributing to social development alongside academic development.</p> <p>The school has that a wide range of extra-curricular activities and community links which significantly enhance students' academic and personal development. Multiple trips take place throughout the year to create a wholesome educational experience for the children beyond the walls of the school.</p> <p>Technology is widely used in the Primary School, both to access information and as a tool to evaluate what has been learned. The Bring Your Own Device trial initiative had a hugely positive impact on the classes who participated. This programme will be used by selected classes starting in the next academic year.</p>
<p>Visitor Observations</p>	<p>An examination of the school's variety of subjects on offer, support services and complimentary programmes indicates that this standard is well-met overall.</p> <p>Specialised staffing supports students with learning and language need but there are some student segments that may also need special focus. For example, given the very large EAL student population, the Visitors encourage the school to be mindful of the need to challenge those students who are native English speakers, as well as those who, by passport nationality and local regulations, must take Arabic first language programmes while lacking any degree of fluency. Both Arabic Language programmes, A and B, are currently under review with the intent of achieving greater alignment with other programmes at the school in terms of planning, pedagogy and assessment practices. This is a work in progress and the school recognises it as an important area for ongoing development.</p> <p>The school is well-resourced and staffed, and has the basic facilities in place to deliver its programmes effectively.</p> <p>Areas for further development include the use of technology, expansion of specialised rooms such as additional science labs and ICT provision.</p>
<p>Suggested Actions</p>	<p>Monitor the effectiveness of language programmes to meet the wide variety of fluency levels in English and other languages on offer.(B2)</p> <p>The Arabic Language programmes taught at the school should be a particular area for continued focus and development. (B2)</p> <p>Continue review of the Arabic Language programmes and implement Review the degree to which students are acquiring the higher skills such as critical thinking, investigative and presentation skills. (B2c,d,f)</p>

STANDARD B3

Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

B3a

Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B3b

Written curriculum materials indicate content and sequence for each course/grade.

B3c

Written curriculum materials include references to the methodologies, teaching materials and resources that are used.

B3d

Written curriculum materials include references to the assessments that are used to measure student progress.

B3e

Written curriculum materials include references to links within and across disciplines.

B3f

The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.

B3g

There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.

B3h

Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

B3i

Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

School's Prior Comments

The whole school use planning suggested by Cambridge for the core subjects. The whole school uses a [lesson plan](#) template that incorporates previous learning, assessment focus, learning objectives, materials and resources for each lesson (Link). Teachers use [medium term](#) and long term plan template and short term plans are deduced from this. The [Medium term plan](#) includes cross curricular links and sample activities (Link). Medium term plans have space for 'hands on activities' to be included. Vertical leaders meet with all year coordinators on a weekly basis to discuss matters of academics. Each week a meeting is held with the teachers within a year group this meeting will include [moderation](#) of work and planning for the following week.(Link)

Visitor Observations

The well-established curricula in place at RIS including Montessori, Cambridge, UK National Curriculum and IGCSE positions the school well to meet this standard.
In addition the school has put in place a wide range of staffing supports to ensure that the curriculum is well-implemented and documented, including subject co-ordinators, year leaders, department heads, Phase Heads and Deputies.
Common planning templates are employed and regular curriculum meetings are scheduled across all grade levels. Curriculum documents are stored on a common server, but there does not seem to be a common curriculum planning, mapping and revision platform such as ManageBac or Rubicon Atlas in use.

Suggested Actions	Evaluate the efficacy of acquiring a common curriculum mapping and planning platform to facilitate curriculum documentation.(B3)
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STANDARD B4	
Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.	
B4a Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.	
B4b The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.	
School's Prior Comments	In the respect of our host nation, the school celebrates National Day by allowing the students and teachers to dress up in the national costume. The day is spent celebrating the UAE's independence by eating local/national food and the Emirate students will conduct an assembly . In the Primary School the topic of the UAE is taught throughout the year in Social Studies . The Primary School has introduced a Circle of Culture topic to the Social Studies curriculum; this entails each class to choose a country that is represented in the classroom. The country is studied over a month whereby various activities take place such as written reports, parent talk and food and dance celebration. In addition the Primary School Council hosts assemblies based on their nationality. In the Secondary School citizenship is taught during global citizenship lessons. Students that do not attend Islamic Studies take part in the lesson . The school hosts an International Day once a year where the students will dress up in the clothes from their country of birth. The day involves stalls that are run by the parents that will share food with the students. Each country has an opportunity to share and celebrate their culture .
Visitor Observations	There is extensive evidence of the school's many successful efforts to utilise the rich cultural diversity of the school community and host nation. Special days and events to promote learning about and celebrating cultural diversity, service learning projects and outreach to local schools are just some examples. The school is to be commended on its deep commitment to the development of intercultural understanding.
Suggested Actions	None at this time.

STANDARD B5	
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.	
B5a The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.	

B5b

The school provides professional development in content areas relevant to teachers' assignments.

B5c

The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching /learning and strengthen student engagement.

B5d

The faculty has an avenue for input into the planning of professional development activities.

B5e

Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

School's Prior Comments

RIS regards the investment in staff PD as being a highly important feature of school life. Opportunities to participate in PD both inside and outside of school are available appropriate to curriculum development, improving teaching and learning.

Internal PD has particularly been invaluable this year. For example, the SEN department have supported the staff with basic guidelines of how to refer students, provide strategies for their own individual students as well as the basics of how to identify particular needs in the classroom. SLMT and Coordinators have led individual workshops on specific topics to support teaching staff e.g multiple intelligences, EAL PD, Bilingualism, Internal Pds (Google drive)

From the new academic year, the SEN department will be working on PD to include outside agencies (Kid First) on teaching strategies for homeroom teachers.

SLMT have addressed key issues from the staff- Internal PDs have allowed the teachers to display their own strengths and to share this across the whole school. Staff have been invited to attend and learn from each other, however there is a need for more access to external PD.

Leaders of Learning programme allows staff to share their own expertise and allows a period of coaching time where teachers are able to learn from their mentor. This has benefitted staff enormously as they have applied new teaching methods learned, in their own classrooms.

The introduction of targeted learning walks by SLMT members/Coordinators across the school has been effective in identifying areas of improvement which focus on developing individual accountability. Where needed, SLMT have been involved in coaching and mentoring to improve teaching in the classrooms.

Termly appraisal and development identifies individual PD goals as well as a focus on teaching and learning goals. Staff meets three times a year, to ensure targets are met and achieved Teachers provide evidence to these meetings with an SLMT member.

There is a dedicated budget funded by Innoventures which is divided proportionately between Primary School and Secondary School. Teachers

	are encouraged to provide feedback on PD. A review on the impact of PD on student learning outcomes is scheduled for 2015-2016.
Visitor Observations	<p>The Visitors were very impressed with the extensive provision for professional development at Raffles. It is provided from many sources including the leadership team, coordinators and department heads, external experts and from peers through the Leaders of Learning strategy. The senior leadership team has also implemented “walkthroughs” as a means of informal classroom observation and feedback.</p> <p>Professional development is focussed on topics identified as school priorities such a provision for SEN and EAL support in the classroom and results of assessment results and external assessments such as the annual KHDA inspection, (Arabic language), and Cambridge testing,(Science).</p> <p>The school’s thorough performance appraisal system is linked to individual goal setting and encourages continuous professional growth.</p> <p>There is a centrally-established and dedicated budget provided by Innoventures established to support the school’s professional development needs.</p>
Suggested Actions	None at this time.

STANDARD B6	
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.	
<p>B6a Teaching methods and student learning activities are varied according to the nature of the subject matter.</p> <p>B6b Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.</p> <p>B6c Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.</p> <p>B6d Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.</p>	
School’s Prior Comments	<p>At RIS, Teaching methods are varied and differentiated in all lessons. Students become actively responsible for their own learning and activities are varied and cater for different ability students for example EAL, SEN, and students.</p> <p>Displays are purposeful and relevant to the topics taught. All display boards have specific vocabulary linked to topics.</p> <p>Differentiation is further reflected in the RIS lesson plan to cater for EAL, SEN and different learning styles. Teachers follow the format of a starter activity, main activities and plenary when planning and include a range of activities involving whole class, individual and group work. In the Primary School, children who are new to the school and have very little English are withdrawn from the classroom for <u>EAL</u> support in a small group. Each semester, students are tested and some will leave the programme at this stage. The EAL staff also support in class when there is a need.</p>

	<p>Displays are outside classrooms and link to whole school issues such as School Council, RIS Core Values.</p> <p>We have focussed on using practical resources, manipulative and concrete materials in all core subjects. Visual aids are used to support learning for all students and are used to support the main teaching of the lesson. Peer and self-assessments are done regularly as part of the lesson.</p> <p>Use of <u>ICT</u> is evident in the majority of lessons and is used in a cross-curricular way and used effectively and creatively to enhance learning.</p> <p>ICT is being used to support learning e.g. though use of the Padlet, Edmodo, laptops to present Powerpoints, BYOD has been used this year and has allowed the children to use their own devices to assist their learning. Teachers use the IWB to support key concepts and using key websites in homework.</p>
Visitor Observations	<p>Overall the school is achieving good progress as it continues to develop teaching practises that recognise the different needs of its students from the Nursery to the IGCSE level.</p> <p>The Montessori philosophy is very effectively implemented in the Nursery and KG1 to meet individual needs.</p> <p>Continuous professional development and performance appraisal programmes assist faculty to improve the effectiveness of the teaching and learning process.</p> <p>Expectations for short, medium and long range plans which address individual needs are well-established.</p> <p>The purpose-built facility is attractive, very well-maintained and provides a stimulating learning environment. The wonderful student Art on display throughout the school is worthy of special note.</p> <p>School policies including Assessment, SEN and EAL provide clear expectations for faculty, parents and students.</p> <p>Visits to classrooms found a good degree of student engagement, well-resourced and attractive classroom environments in the Primary School. Specialised classrooms such as the Science labs and PE facilities support effective teaching and learning. Evidence of differentiated and individualised instruction and assessment was in place in a variety of classrooms. Students could explain the tasks they were completing and the way in which they would be assessed.</p> <p>Use of technology to support teaching and learning was in evidence throughout the school but is a recognized area for further development.</p>
Suggested Actions	<p>Continue to develop teaching and assessment practises, including the use of technology, throughout all phases of the school.(B6e)</p>

STANDARD B7	
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.	
<p>B7a</p> <p>Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present.</p> <p>B7b</p> <p>The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives.</p>	

B7c

Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives.

B7d

Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).

B7e

Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).

B7f

Support staff members are assigned to assist teachers in those areas where it is appropriate.

B7g

Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.

B7h

IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.

School's Prior Comments

RIS strive to have class sizes of 25:1, in both PS and SS sections.

EAL classes have smaller numbers to accommodate to their needs. RIS is a well- resourced school. Teachers have access to multiple resources – both in terms of texts, learning materials and manipulative and access to ICT.

SEN groups are smaller for more focussed learning, or in class support is given depending on student needs.

The Library staff are available and helpful to teachers with their research and reference needs. The library have wide selection of books, including specialist sections to support Arabic and mother tongue languages, all of which are age appropriate. Each year the variety of differentiated resources, additional non- fiction resources are required to ensure numbers of resources are extended.

Laptops are available, but may need to be used at more regular intervals for optimum use. ICT need to be aware of planning topics for the Grade level - so links can be made to topics in each Grade level.

Procurement of teaching and reference resources is made annually with buffer stocks in anticipation of further growth in student numbers and with consideration of the changing and developing needs of the curriculum. All Grade level coordinators, order materials both locally and from overseas suppliers and this is processed centrally. The orders are scrutinized by SLMT before submission to the Administration Manager.

RIS have four IT laboratories in addition to accessible laptop trollies for use in classrooms. This will be increased further next year including additional I Pads for student use. An increasing number of classrooms also have interactive smart boards. There is Wi fi access almost throughout the school. A pilot BYOD class in each Primary and Secondary Grade level has been piloted this year and has been very successful. This will continue next year to involve more classrooms using BYOD. IT teaching staff as well as

	<p>an increasing number of mainstream teachers are beginning to develop IT awareness and applications to develop student independent learning.</p> <p>RIS have two science labs one in Primary School and Secondary School. The PE department have access to two swimming pools, a multi-purpose sports hall, dance studio and upper gym, as well as an outdoor astro turf pitch. There are also dedicated Arabic rooms, MFL classrooms, including mother tongue French rooms.</p> <p>Teachers are all qualified having a minimum of a degree in their subject with a PGCE/BEd honours, many have a Masters degree. All teachers are assigned according to their qualifications/specialist areas of the curriculum. There are dedicated teachers for Learning Support, Counselling and EAL to meet developing needs in the Primary School and Secondary School sections.</p> <p>Support staff including CRAs, Lab. technicians Assistant teachers with preparation and setting up of equipment and resources.</p>
Visitor Observations	<p>As has been mentioned earlier in this report, the school meets this standard very well overall.</p> <p>Resources are plentiful, the purpose-built facility is modern and well-maintained.</p> <p>Class sizes are satisfactory and the school currently has new classrooms under construction to accommodate continued growth.</p> <p>A wide range of support services are in place to allow all students to access learning.</p> <p>Specialised classes such as a library, science and computer labs, and physical education facilities including two swimming pools are all in place.</p> <p>Provision for ICT support is good and the teaching faculty is supported by a large support staff.</p>
Suggested Actions	<p>Continue to evaluate the resources and facilities as the school grows and the secondary school is extended to include IGCSE and A level programmes.(B7c,d,g, h)</p>

STANDARD B8
The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.
<p>B8a Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.</p> <p>B8b Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.</p> <p>B8c Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.</p> <p>B8d The school has processes for comparing and analysing its students' achievements with those of similar students elsewhere.</p> <p>B8e</p>

Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.	
School's Prior Comments	<p>The school follows a detailed assessment and marking policy outlining practices and procedures.</p> <p>Assessments used in the school relate directly to the curriculum. Cambridge Progression Tests and Checkpoints tests are undertaken which align with the delivered curriculum in core subjects in the Primary and Secondary Schools. Where necessary Testbase and SATs may be utilised for assessment.</p> <p>Learner outcomes are highlighted on the Cambridge website and presented to parents during curriculum information sessions.</p> <p>In Nursery and KG students are assessed through observation and assigned attainment data linked with the EYFS framework, such as running reading records.</p> <p>Assessment is balanced between formative and summative assessments, with weighting for summative assessments being progressively higher as students' progress through the years. Teacher marksheets and student work evidence their learning through a variety of assessment models.</p> <p>The school uses internationally benchmarked tests, such as IBT and Checkpoints to analyse student's progress and attainment. The school also conducts CAT4 tests to gain a thorough understanding of student potential.</p> <p>The curriculum is adapted to address specific strands of certain subjects upon reflection of student attainment level.</p> <p>The school has a dedicated Assessment Coordinator who liaises with Senior Management and as a team data analysis is conducted and shared with the teaching faculty in a timely manner and to inform teaching and learning.</p>
Visitor Observations	<p>The Visitors were impressed with the school's many strategies in place to assess student performance from the admissions process throughout all sections of the school. A wide variety of standardised assessment tools are employed to assess the success with which the adopted Cambridge curricula are being implemented including a variety of external instruments. A comprehensive Assessment Policy is in place and the school has a dedicated staff person to co-ordinate the analysis of assessment data.</p> <p>The school continues to investigate how to most effectively assess, analyse and apply this information to inform instruction and learning.</p>
Suggested Actions	Continue to evaluate and develop the provision for assessment of student performance across all sections of the school. (B8)

STANDARD B9

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school's mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

B9a

Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.

B9b

The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.

B9c

There is evidence that current educational practice is considered in revising curriculum and instruction.

B9d

Curriculum revisions reflect the school's mission and objectives, and are informed by the results of student achievement.

B9e

Curriculum revisions and changes are made in the context of an overarching curriculum plan.

School's Prior Comments

The school adapts its curriculum based upon a range of factors, including but not limited to; data from standardised tests indicating strengths and areas of growth in the curriculum, strengths of teaching staff, benefits evidenced through student learning. The school focuses on delivering the content of the Cambridge Primary and Secondary Curriculum. The curriculum in the Nursery and Kindergarten is solidly based on the Montessori curriculum. In KG2 the curriculum is a fusion of Cambridge Primary, influenced by the best practices of Montessori to ensure a seamless transition; this has been initiated to ensure students are well prepared for the curriculum development from one year to the next.

Data analysis and student voice leads to grade level curriculum reviews, evidencing curriculum review.

Gifted and talented pilot programmes and the widely successful 'Circle of Culture' pilot curriculum evidences innovative curriculum in place. Innovation is encouraged, especially in the development of Arabic and Islamic Studies for which there is group-wide collaboration focused on implementing standards as driving pedagogy more closely aligned to modern language teaching. A Bring Your Own Device pilot has been successfully completed with all home rooms initiating

Regular Principal presentations and teacher led workshops alert staff to current best practice in teaching and learning leading to instructional developments.

Curriculum maps, long term plans, medium term plans all evidence overarching curriculum plans.

The management has endeavoured to ensure the school moves from a 'grade' system to a 'year' system, to further align with the Cambridge stages.

Visitor Observations

The school has put in place an impressive number of strategies to facilitate ongoing review and modification of the school's curriculum.

	<p>The school's organisation includes a number of leadership positions including year leaders, coordinators, department heads and a senior management team to supervise the successful implementation of the school's programmes and services. Weekly meetings of year groups and departments are held.</p> <p>The school engages in innovative pilots and practises as exemplified by the recent BYOD pilot and the Circle of Culture initiative.</p> <p>There are clear expectations in place for the planning of curriculum of delivery on a short, medium and long term basis.</p> <p>Curriculum documents are stored on a common server.</p> <p>There was no evidence of a process in place for a regular, cyclical review of curriculum or the use of a specific online platform such as ManageBac or Atlas Rubicon to facilitate curriculum mapping, revision and documentation.</p>
Suggested Actions	Consider the adoption of a cyclical curriculum review process as part of an overarching curriculum plan. (B9e)

STANDARD B10	
The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.	
<p>B10a The school has thorough and effective systems for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.</p> <p>B10b The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child's achievements and enables them to support on-going progress.</p> <p>B10c The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analysed to support on-going student achievement.</p> <p>B10d Data gathered from graduates or past students is considered when determining the effectiveness of the school's program.</p>	
School's Prior Comments	<p>The school issues <u>reports</u> on three occasions in the school year, providing parents with comprehensive information on their child's progress. The format for reporting and assessment are continually <u>reviewed</u>. Teachers track student progress every six <u>weeks</u> and identify those students in need of intervention through this assessment. The school makes use of standardised test data analysis for international comparison, such as IBT and Cambridge checkpoints.</p> <p>This year the Cambridge Checkpoint exam results will be shared with parents in Year 6, will form part of the student's information passed to Secondary teachers, to use as target setting for the students. Progression tests provide detailed data on the students which is used to further increase the personalisation of the learning experience.</p> <p>Student attainment in Cambridge Checkpoints <u>results</u> in 2014-2015 shows students achieved good standards in English, Maths and Science.</p>

	<p>Student attainment is tracked over <u>time</u> and progress is monitored by teachers within units, semesters and years. On a larger scale, all student attainment is provided by mid-year and end of year grades are tracked to analyse trends for <u>boys</u>, <u>girls</u>, SEN, Emirati, EAL. This is conducted at class, year and Phase levels. All teachers have access to this data.</p> <p>Data on graduates – N/A</p>
Visitor Observations	<p>Assessment and reporting procedures are well-developed at RIS. Report cards and parent conferences are regularly scheduled and the school has recently reviewed and modified its report card format to better reflect its curriculum goals and Guiding Statements.</p> <p>External assessments such as the Cambridge Checkpoints and IBT are administered and analysed.</p> <p>The school website has good information about the school's programmes and services and the school has an e-platform in place to facilitate communication between home and school.</p> <p>Results of external inspections such as the annual KHDA report are reported to the school's stakeholders.</p> <p>The school will share the results of the Cambridge Checkpoints tests with Year 6 parents this year, for which the school is commended</p>
Suggested Actions	<p>Consider expanding the sharing of external tests results with the school community. (B10c)</p>

SECTION C: GOVERNANCE AND LEADERSHIP

Note: The term “governing body” includes any school ownership structure.

STANDARD C1	
<p>The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.</p>	
<p>C1a The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission.</p> <p>C1b The governing body promotes strong ethical values and compliance through appropriate and effective oversight.</p> <p>C1c The governing body effectively measures the school’s success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed.</p> <p>C1d The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.</p> <p>C1e The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.</p> <p>C1f The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.</p>	
<p>School’s Prior Comments</p>	<p>The governing body shapes and upholds the mission, articulates a compelling vision and ensures that its decisions are supporting the mission statement - To empower students with a rigorous, holistic and international education for success in an ever changing world. The governance model of the school seeks to continually improve the school and hold the leadership accountable by involving all stakeholders. The board of directors and advisory council meet regularly and are updated by the school leadership on efforts made to enhance the school across all areas. The advisory council with representation from all stakeholders has a wide range of expertise that gets fed directly into the review and development of the school's mission and vision: <u>(Link to School website)</u></p> <p>The governing body promotes strong ethical values and compliance through alignment of the school's management structure. Following feedback from the KHDA report there was a whole school drive to further the celebration of the international diversity that is evident at Raffles International School. This is put into practice during circle of culture lesson and during all grade assemblies. The internationalism of the school is widely celebrated. Circle of culture in weekly lessons, students pick a country and learn all aspects of that student’s country. <u>(Link to lesson plan)</u>. The celebration and respect paid to our host nation on a daily basis by singing the national anthem with every child standing up facing the flag. In Social Studies the study of the UAE is regularly looked at through social studies and projects associated with the UAE. Our National Day celebrations are organised by several different committees within the school and overseen by our governing body.</p> <p>There is a comprehensive policy of staff appraisal, regular learning walks, lesson observations, book scrutiny and ongoing professional development for staff led from our senior leadership and management team. This is partially aligned throughout the school and has improved each year with consistent improvements to the staff induction week which is planned using constant feedback. This year has seen the introduction of subject leader positions for English, Maths and Science to further drive curriculum standards. This is achieved by: Rigorous induction week; Termly staff appraisals;</p>

	<p><u>Lesson observations: Regular professional development days (in house and externally) (Link)</u></p> <p>As part of the continuing professional development of senior and middle leaders, the school utilises external providers in school to support and quality assure staff on the standards to improve learning and teaching across the school. The recent employment of a specialty advisor for Arabic and Islamic Studies to significantly impact the quality of teaching is further evidence of the governing board's contribution to the school's leadership and direction.</p> <p>The governance model of the school seeks to continually improve the school and hold leadership accountable by involving all stakeholders. The board of directors and advisory council meet regularly and are updated by the school leadership on efforts made to enhance the school across all areas. Therefore in the event of sudden change in the school in regards to ownership, governance or administration all parties communicate regularly in order to ensure the continual upkeep of the high standards set across the whole school. This is achieved through school evaluation – updated yearly and new targets set following on from <u>KHDA inspection (Link)</u>.</p>
<p>Visitor Observations</p>	<p>RIS is part of a group of private, proprietary schools and nurseries in Dubai that are owned and managed by Innoventures Education, a limited liability company formed in 2007. There is a five person Board of Directors who are also partners and investors in the company. The Board has a Chairman, Managing Director and three other Directors.</p> <p>The Board is ultimately responsible for all school matters including policy making, financial matters, staffing and appraisal, strategic planning, school facilities and equipment and the quality of instruction and services.</p> <p>The company engages a CEO to whom much of the Board's authority and responsibilities is delegated. The CEO maintains an office in the school and meets at least weekly with the Principal who reports directly to the CEO.</p> <p>The governance model includes an Advisory Council chaired by the Boards' Managing Director and includes two parent representatives as well as two non-parent members from the corporate and academic community. The Council has a mandate to review academic, pastoral and governance matters but not financial issues. It draws upon input from the Principal who is not a member, and at times students, faculty and other school staff. It meets at least three times a year, maintains comprehensive minutes and tracks outcomes. It is the public face of the governing body and interacts with the parent community at special school activities and coffee sessions during the school year.</p> <p>The Board and Advisory Committee is clearly committed to supporting the school's Guiding Statements and provides clear direction to the school through the setting of policy , strategic planning, regular communication and the provision of resources and centralized services.</p> <p>It adheres closely to the policies and requirements of the local authorities as exemplified by the annual KHDA inspections and is seen to act ethically and in the best interests of the school.</p>
<p>Suggested Actions</p>	<p>The governing body is encouraged to review the composition of the Advisory Council during self-study with a view to broader representation. (C1)</p>

STANDARD C2

There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.

C2a

There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.

C2b

There is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent.

C2c

The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.

School's Prior Comments

The governing body comprises of the Board of Directors and the Advisory Council. The Board of Directors are the owners of the school. The Advisory Council comprises of all stakeholders which would be a representative from; the Board of Directors, Professionals, School Management and Parents. The Advisory Council meets three times a year to discuss school management policies and decisions. The Head of the School is an invited member of the Advisory Council. The Head of School reports to the CEO who is also a member of the Advisory Council. On joining the school in August 2014 all information related to the school governing model was discussed between the CEO and the Head of School. Relevant school policies were in place and available to the Head of School.

[Board of Directors Policy Manual](#)

[School Improvement Plan](#)

[Guiding Statements](#)

[School Policies](#)

The Head of School, reports all school information to the CEO on a weekly basis. Following which the CEO updates Board Members. The school Evaluation Plan (SEF) and Development plan is discussed with the Head of School and the Advisory Council. The Governing Body has a positive track record of observing legal and ethical principles in all dealings with the school community

Head of School - Job profile

The Head of School has clearly defined **job responsibilities** and has a yearly appraisal conducted by the CEO. The appraisal process for the Head of School is discussed with the CEO. The Head of School reports to the CEO once a week. A weekly report is provided to the CEO and is discussed/reviewed at weekly meetings. This enables and directs the Principal to discharge his duties in an effective manner. It includes leading the school in all areas of teaching and learning including the annual KHDA inspections. The Principal aligns the school curriculum with the CIE and meets the standards required for the same.

Visitor Observations

It is clear to the Visitors that there is a well-established and close working relationship between the Principal and the governing body facilitated by the regular interaction and presence of the CEO who represents the Board, maintains an office in the school and is in almost daily contact with the Principal. The duties of the Principal are clearly documented in a comprehensive, written job description and the responsibilities of the Board are set out in its policy manual.

As a proprietary school and part of a group of schools and nurseries under the same ownership, many of the school's operations are carried by the company and at arm's length from the day to day responsibilities of the Principal.

Examples include the budget process, hiring of non-teaching faculty, contract administration of all employees and management of outsourced services such as security and maintenance.

	While, undoubtedly, this approach creates many efficiencies, the Visitors have some concern as to whether the Principal has the appropriate amount of access to information or input into functions which may impact on his ability to fulfil his duties and responsibilities.
Suggested Actions	During the Self-Study, evaluate the dynamics and structures of the current leadership and management system to ensure the most effective working relationship exists to facilitate the fulfilment of the school's mission.(C2)

STANDARD C3	
The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school's mission is achieved.	
<p>C3a The governing body has developed a clear, written job description for the head of school.</p> <p>C3b The head of school provides leadership for the total school program.</p> <p>C3c The head of school sets educational priorities and outlines funding implications for submission to the governing body.</p> <p>C3d The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.</p> <p>C3e The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.</p> <p>C3f The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school's mission and objectives.</p>	
School's Prior Comments	<p>A comprehensive job description, set of KPI's key functions, and Performance Appraisal Policy and schedules is provided by the governing body to the Principal. The Head of School has weekly meetings with the SLMT and the staff where information and ideas are regularly exchanged and reviewed. The Leaders of Learning programme was introduced to encourage teachers to share their best practices. Regular lesson observations are made to ensure that the best practices are being followed. The Head of School regularly leads his team to achieve the school goals by regularly reviewing the professional needs of the staff and tailoring PD training with school priorities and staff feedback. He also brings in and tries to implement the changes that are taking place in the education world.</p> <p>Evidence –</p> <ul style="list-style-type: none"> ● The Head of School regularly leads his team to achieve the school goals -Staff professional development program ● Weekly meetings with SLMT and SLT ● Weekly staff meeting ● Leaders of learning program ● Conducting lesson observations ● Meeting with SEN/LS coordinators <p>In conjunction with the IVEI Group and CEO, The Head of School ensures that at any given time the school has the requisite number of staff to run the school smoothly. The Head of School ensures that due diligence is followed in recruitment of staff. He ensures that the staff members are appraised 2-3 times during the year. Orientation programme conducted at the start of the new</p>

	<p>academic year ensures that all the staff are aligned with the common vision and guiding statements of the school. These are reviewed on a periodic basis.</p> <p>In collaboration with the HR Department, the Head of School is responsible for recruitment, selection, placement of staff subject to the approval from CEO see job description and responsibility. The principal is responsible for the appraisal of the staff members which is done 2-3 times a year see appraisal policy. (link) Orientation programme at the start of the academic year brings together the common vision and guiding statements of the school and sets the tone to move the school in that direction, orientation programme and PD, 2015.</p> <p>The school has an organisational structure which delegates responsibility through different levels. This includes the Head of Primary School (link) and Deputy Head - Secondary School (link). The Head of Primary School supported on day to day basis by two deputy heads ensures the implementation of vision and curriculum of the school. The middle management which includes the Grade Level Coordinators, Subject Leaders who ensure that the curriculum is followed with rigour at each grade level. The Dean of Students ensures that the welfare of all children is maintained at all times and any pastoral issues are acted upon swiftly and fairly. This ensures that planning and implementation of the school program is cascaded at all levels vertical as well as horizontal.</p> <p>The academic staff is supported by an assessment coordinator. Coordinators in specialist subjects oversee the implementation of the curriculum in the respective subject areas. Dean of Students, who is in charge of pastoral welfare on the school campus, also oversees the EAL, SEN and LS departments as well as events. Subject leaders for English, Math and Science ensure the smooth implementation of curriculum vertically and horizontally.</p>
Visitor Observations	<p>As noted, much of this standard is well-met through the clear job description in place for the Principal and well-documented powers and duties of the Board and Advisory Council.</p> <p>There is strong and extensive leadership team in place to which the Principal has very effectively delegated responsibilities for programme and services across this large, complex and growing school.</p>
Suggested Actions	See previous suggested action. (C2)
STANDARD C4 The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.	
<p>C4a The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.</p> <p>C4b The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school's direction.</p> <p>C4c In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.</p> <p>C4d An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them.</p> <p>C4e Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness.</p>	

<p>C4f</p> <p>Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.</p>	
<p>School's Prior Comments</p>	<p>RIS governing body has a comprehensive framework that accounts for the instructional strategies and initiatives to strengthen the core academic programme. The primary job of the governing body is to protect the rights, interests and well-being of all the members on whose behalf the organization is working. Its responsibilities strives to include all members and make sure they can participate and be heard; create vision; advocate, negotiate and maximise self-determination. It works effectively when all its members have a clear commitment to and shared understanding of these roles and responsibilities, and how they work within the organisation. It ensures consensus decision making styles, networked leadership, values of mutual obligation, shared land ownership rights and interests, and strong support relationships.</p> <p>Admission of students - all nationalities Recruitment of teachers and teacher profile - all nationalities</p> <p>RIS Board of Policy manual is comprehensive and regularly updated. The Governing body promotes the best interests by ensuring to provide quality education for all learners. It supports the Principal, Educators and other staff in carrying out their professional duties. Controls and maintain school property. Decide on school times, taking into account the employment provisions of staff members and departmental regulations. It determines the effectiveness of its governance in achieving the school's Guiding Statements through clearly defined operations and expectations, written policies and practices. To achieve its vision, the board establishes a structure that reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. The board adopts missions and goals in harmony with its vision through a strategic planning process, develops and approves policies, formulates budgets and sets high instructional standards for students and staff.</p>
<p>Visitor Observations</p>	<p>Much of this standard is well-met at RIS through the existence of a Board policy manual, annual evaluation process for the Principal and a self-evaluation process for the Board based on financial and non-financial targets. It is clear the governing body has as its highest priority, ongoing school improvement and support for the school's mission and vision.</p> <p>The governing body recognises the need to improve communication with the parent body and this is noted in both the school's strategic plan and an action plans for 2015-16. The Visitors had this need confirmed in discussions with parent representatives during the visit and encourage the governing body to explore strategies to address this going forward.</p>
<p>Suggested Actions</p>	<p>Explore strategies to increase the level of transparency between the Board and the school community. (C4d)</p>

STANDARD C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

C5a

There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.

C5b

The school has educational and financial plans for the short, medium and long term which are tied to the school's mission.

C5c

Financial considerations and required expertise are incorporated into the governing body's vision and plans for the school.

C5d

The school's educational and financial plans are appropriately communicated to the school community.

School's Prior Comments

The guiding statements including the Vision, Mission, Core Value are shared widely within the school community. The educational and curriculum related plans are also shared with the school community through a variety of forums and communication channels. The strategic goals are collaboratively identified with action plans in place to ensure their accomplishment.

The Board of Directors review the financial plans of the school and are fully committed to providing all resources and funding for implementation of the school's plans.

Visitor Observations

While further comment regarding the school's financial operations and practises will be discussed later in this report, it is clear to the Visitors that the school is on a very sound financial footing as it continues to increase overall enrolment.

The Board is committed to a strategic planning process to review its priorities and ties its planning to both the school's Guiding Statements and input from a number of external authorities including the KHDA which inspects the school annually.

An area for review is the provision for communication of the Board's planning and financial plans for the school to the school community while respecting the proprietary nature of the school.

Suggested Actions

Consider the development of further strategies to communicate the educational and financial plans of the governing body to the school community. (C5d).

**SECTION D
FACULTY AND SUPPORT STAFF**

STANDARD D1	
<p>The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school's programs, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.</p>	
<p>D1a Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.</p> <p>D1b The teacher-student ratio reflects the size of classrooms, instructional practices, program requirements and the school's mission in order to foster personalized and meaningful learning experiences for students.</p> <p>D1c The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.</p> <p>D1d The head of school or his/her designees assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.</p> <p>D1e There are procedures in place for reviewing regularly the alignment between personnel competencies and program needs to ensure that the school can implement programs and services in support of fulfilling the mission and objectives.</p>	
School's Prior Comments	<p>At Raffles International School we follow a strict interview process to obtain the best teachers for the relevant age groups. The candidates are interviewed by Head of Phase/Section, Head of the Department after viewing the CV. During this interview, information will be collected to see if the candidate can continue with the interview process. Information required at this stage is as follows:-</p> <ul style="list-style-type: none"> • Appropriate Qualification • Class Room Experience • Personal Persona • Team Player • Copies of Certificates/diploma's <p>If the candidate is successful after the first interview, he/she will have a 2nd interview with Principal. This meeting is to gather more information on experiences and scenarios. The next step is a Demo Lesson. The candidate will be required to come into the school and take a lesson in the year group they are applying for. The final stage of the interview process is to meet with the Principal, if not already done so. All paperwork will then go to HR to follow up on references and other requirements. (Link to Interview and Demo Lesson Form). HR also conducts an interview when a new teacher joins us. He/she is exposed to an Orientation Day, this gives him/her full information on the school and all necessary information he/she needs to do her job to her best ability. The ratio (link) for the class rooms throughout the school is 1:13. Classrooms are sized to accommodate 25 students with appropriate furniture and still have room for movement of students; this helps support the teaching and learning in the classrooms and promotes a healthy and active study time. Staff list (link)</p>
Visitor Observations	<p>There is a rigorous and consistently followed formal process in place for the recruitment of new faculty, with final selection being determined by the Principal. The Company and the HR department maintain ultimate responsibility for the appointment and processing of all applications. The</p>

	<p>Deputy Administration Manager is responsible for the hiring, management and appraisal of the School's CRAs (classroom assistants).</p> <p>Class sizes and resources are adequate to allow teachers to provide warm and supportive classroom environments. Teachers were seen to have developed respectful and caring relationships with their students and with each other, all conducive to a positive learning experience and fully in line with the school's core values.</p> <p>The Principal and SLMT seek to hire teachers suitably qualified for the roles they will be designated to fill. Occasionally temporary teachers may be appointed to positions that become vacant during the school year and these teachers may not always be suitably qualified for the positions they are called in take over at short notice. In such situations their immediate line managers (Middle Management Team) provide sufficient levels of mentoring and support to enable them to fulfil their responsibilities appropriately.</p> <p>Teachers spoken to were mostly satisfied with their workload expectations, the amount of allocated planning and preparation time that was designated, and felt they had a manageable schedule of departmental meetings</p> <p>While overall staff/student ratios are currently appropriate there is some concern that enrolment growth and planned expansion in the secondary school, together with the open enrolment policy, is creating additional pressure on the learning support and EAL services available for those students who need them. The same applied for the library/media centre where currently one full-time librarian is responsible for managing library resources and providing a library programme across the school.</p>
Suggested Actions	<p>Consider greater involvement of the Principal in the final steps of the faculty recruitment and renewal process so that he be more fully informed of terms and conditions offered and agreed. (D1a)</p> <p>Review provision of Learning Support and EAL services to ensure they are sufficient to meet the needs of all students enrolled and admitted to the school and to uphold the schools mission, vision and guiding statements.(D1e)</p> <p>As the school grows into secondary, the roles and responsibilities of the librarian will also expand and a review of appropriate provision to meet the research needs of the students should be undertaken. (D1e)</p>

STANDARD D2	
Faculty and support staff shall embrace the school's Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students' best efforts.	
D2a	Teachers utilize methods and practices which are consistent with the school's Guiding Statements and which inspire, encourage and challenge students to reach their full potential.
D2b	Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour.
D2c	Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students' engagement in their learning.
D2d	

Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

School's Prior Comments

Teachers throughout the school have the opportunity to take on Middle Management roles, such as; Grade Coordinators, Specialist Coordinators, Leaders of Learning and Vertical Subject Leaders. Along with their teachers job description they will receive a job description for the Middle Management role. **Please see folder D1d for a copy of a job description.** Management recruits teachers for these positions based on their qualifications, experiences and knowledge within the relevant areas. To maintain a high standard of teaching throughout the school, SLMT, Middle Management and Leaders of Learning take part in Learning Walks - [Sample document 1](#), [Sample document 2](#), [Sample document 3](#) (link). All teachers will be expected to receive a visit to support the learning; help and advice is given within the feedback after the observation. Goals may be set at this time if the observer feels a better lesson could have taken place. SLMT grade the observations throughout the year; this helps support the decision of recruitment for the following year. Throughout the year the teachers are given appraisals and appropriate feedback and support. They are required to give a self-assessment at the beginning of the year with personal goals. These are reviewed throughout the year, with a final meeting at the end of the year to discuss personal development and goal settings for the next academic year.

The vision and mission for Raffles International School states we 'provide world class education' 'to empower students with a rigorous, holistic and international education for success in an ever-changing world' Our philosophy is 'To be recognized by the success of our students in achieving their personal goals; To make student development the centre of all school decisions; To aspire to the highest internationally recognized performance standards; To build and celebrate a culture based on internationalism; To enable the staff to become life-long learners through the development of their professional practice. We reach these goals through the follows methods; the teachers handbook gives teacher clear guidelines with regard to policies, procedures and practices, it clearly states school expectations for appropriate employee behaviour including leave, [dress code](#), professional conduct and absences. This is further monitored through employee swipe cards and management following up on, leave and absence. **Please see folder D2c for attendance reports.** Raffles International School has regular inset days ([inset 1](#), [inset 2](#), [inset 3](#), [inset 4](#) and in – house professional development workshops compulsory for all staff. Each section of the school has regular [peer workshops](#) to remain current with the teaching philosophy and areas of academic responsibility as well as areas of the curriculum. A weekly planner is prepared by each Grade Coordinator to ensure consistency in a high level of lesson planning. Trackers [Individual tracker](#), [Montessori record sheet](#), [lesson 2 - science, shapes lesson](#) , [weekly planner](#) are also used to highlight the children's next step of learning. Learning walks are carried out frequently to ensure consistency for a high level of academic responsibility, teaching and planning for learning. Professional Development days are scheduled throughout the year to develop staff and supports our [Guiding Statements](#).. SLMT members review policies throughout the year and keep them in a central place for the teachers to access. The central place is on the schools' common drive; all employees have access to this. **Please see link for school policies.** All employees at Raffles International School set a friendly environment for the children. They are aware of the school philosophy and core values and instill this in the classrooms and corridors. As a result of this, the previous [KHDA Inspection Report](#) section Q12, the school has received an Outstanding judgement for students personal and social development.

Visitor Observations	<p>The school's curriculum programmes foster independence, responsibility, curiosity, respect and appreciation for the world and its people. Teachers plan collaboratively to deliver programmes that will actively engage students in learning and challenge their skills and concepts. Using effective differentiation strategies to meet the variety of individual needs within classes however, was not consistently observed across the school. This should be an important area of ongoing focus at all grade levels and in all subject areas in consideration of the multi-lingual nature of the student population and the wide ranging English language competencies of the students. It is also important to maintain a focus on those able students who need additional challenge and extension.</p> <p>Provision for ongoing professional development at the school is well established and opportunities range from peer coaching to school in-service and external professional development courses and workshops. There is a high level of interest and involvement from the teachers and staff towards remaining informed and current on best practice and pedagogy.</p> <p>Respectful and caring interactions between faculty and students is a real feature of the school environment across all phases and in all classes and in every subject area.</p>
Suggested Actions	<p>Continue to explore opportunities for providing further in-service training for faculty and staff on effective strategies for differentiation and supporting EAL in homeroom and subject classes. (D2a)</p> <p>Consider further strategies for optimising the potential of more able students. (D2a)</p>

STANDARD D3	
<p>All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's location.</p>	
<p>D3a The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.</p> <p>D3b The school makes clear the factors which are taken into account in determining each employee's remuneration.</p> <p>D3c Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.</p> <p>D3d There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.</p> <p>D3e Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.</p>	
School's Prior Comments	<p>At the beginning of the term with Raffles International School, all employees are given a full contract. This states information such as; salaries and all other benefits that are appropriate to the position. Packages are reviewed based on each employee's qualifications and experiences, to retain qualified and appropriate experienced staff. Contracts are reviewed</p>

	<p>annually or every two years and a signature from the employee, CEO and school Principal is required. Salaries are paid to all employees at the end of the calendar month. This is paid directly into a bank account. Once payment has been made, HR emails a salaries slip to all employees. Sample salary slip and salary administration Job security is stated in the school contract, if an employee feels at any point they need to address any issues that concern them and they disagree with their line manager, there is a grievance procedure in place for appeal, this can be found in the Staff Handbook. Staff Grievance. Compensation packages are competitive, reflective of local/national and international package and as such enables the school to recruit and retain qualified and experienced staff.</p>
Visitor Observations	<p>All employees have a written contract containing conditions of employment and appropriate guarantees of security as well as information about procedures for appeals.</p> <p>Salary packages are commensurate with similar schools in the area, facilitating the school's opportunities to recruit and retain appropriately qualified people. Salaries are paid on schedule at the end of each month.</p> <p>Faculty and staff are provided with detailed job descriptions and overall, had no concerns over their terms of employment and the provisions made for them. Teacher retention is improving and there is a good sense of positive morale.</p> <p>There is some evidence of a lack of transparency surrounding the factors that lead to salary and benefit placement, especially beyond the initial term of an employee's contract when continuing employment at the school.</p>
Suggested Actions	<p>The school review factors and procedures that determine each employee's remuneration package and consider developing, and more fully communicating a pay scale related to job descriptions, responsibilities and advancement. (D3b)</p>

STANDARD D4	
Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.	
<p>D4a School policies include:</p> <ol style="list-style-type: none"> i. a statement on non-discrimination ii. recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students iii. procedures on recruitment, appointment, compensation and benefits, promotion and retirement iv. clearly stated expectations for faculty and staff behaviour v. a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors. <p>D4b Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement.</p> <p>D4c Policies and practices foster efficient and effective performance and enhanced morale among all employees.</p>	
School's Prior Comments	<p>All policies and procedures in RIS are stated in the Staff Hand Book; these policies foster efficient and effective performance and enhanced morale among all employees. Each new employee receives this during the</p>

	<p>Orientation period via a soft copy on the school's common drive. Grievance (link), contract (link) and personal conduct (link) This book refers to:</p> <ul style="list-style-type: none"> · Statement on non-discrimination · Procedures on recruitment, appointment, compensation and benefits, promotion and retirement · Clearly stated expectations for faculty and staff behaviour · A commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors. <p>In addition to the hand book, teachers are requested to obtain a medical procedure for back ground check for the protection of all young children in the school. This is done via the Dubai Police (link). All other checks relating to a person working with children are done via HR at the interview process.</p> <p>The HR Staff handbook is reviewed and updated on an annual basis.</p>
Visitor Observations	<p>There is a full set of relevant Personnel policies included in the Staff Handbook. The handbook is updated annually. All new staff are given a copy of the handbook at the start of the year in which they join, and are taken through its contents. The handbook is also available online for existing staff. While the policies and practices the handbook contains are designed to promote good staff relations and effective performance, it is rarely referred to or referenced by staff and is not generally seen as a 'living' document. Many teachers are unaware of its full contents.</p>
Suggested Actions	<p>Investigate ways to ensure staff remain current on the contents of the Staff Handbook and are alerted annually to any revisions it contains. (D4b)</p>

STANDARD D5	
<p>There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.</p>	
<p>D5a The school utilizes an effective performance appraisal system for all categories of faculty and support staff.</p> <p>D5b Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.</p> <p>D5c Employees have the opportunity to discuss and appeal against any aspect of the appraisal.</p> <p>D5d Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.</p> <p>D5e The school provides a program of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.</p>	
School's Prior Comments	<p>Each employee has an annual performance appraisal. For Academic Staff the School Principal with the applicable Line Manager will schedule a PM4 meeting and distribute relevant forms for discussion. General admin review</p>

	<p>form, Lesson observation form, Performance appraisal policy, Lesson observation guidance, Teacher self appraisal and Development form, Middle Leader and Self appraisal and Development form and Teacher appraisal form (link). Colleagues are encouraged to see this process as a positive element in their own professional growth and development.</p> <p>A professional review procedure will be conducted by the Principal/Senior Leadership and Management Team (SLMT) with staff individually to review the effectiveness of his/her programmes/ Members of staff will be involved in this process of evaluation, suggesting forms of additional training and methods for improvement.</p> <p>Colleagues are encouraged to see this process as a positive element in their own professional growth and development. For the effectiveness of the review process, all staff will also be asked to review their work within the school, identify elements that have proven successful and explore areas that may possibly benefit from the following year. Furthermore, colleagues are encouraged to comment on any features or practices within the school, seen as a constraint upon their own performance. During the meetings the teachers are required to set goals to achieve by the end of the year. These goals are then reviewed at the final appraisal meeting with the appropriate Line Manager. In addition to the goals being achieved the school organizes external training sessions to help with personal development that reflects the school guiding statement. Basic fire safety certificate, CRA bus duty training , CRA staff training for special needs , EYES training, Reflecting on Quality certificate and CRA Training</p>
Visitor Observations	<p>The school has developed a very comprehensive and detailed appraisal system including self-reflection, goal setting and links to professional development and school priorities. The system is consistently applied, and is seen to be fair and appropriate.</p> <p>Teachers spoke appreciatively of support given to them by their line managers and coordinators and valued the collegial approach towards sharing and developing best practice.</p> <p>While the process is thorough and comprehensive, it appears to be very 'paper driven' for line managers performing the appraisal, with multiple forms and long checklists to complete.</p>
Suggested Actions	<p>Review and refine the appraisal procedure with the intention of simplifying and streamlining the process to make it more manageable and less time consuming for those responsible for completing it. (D5b)</p>

**SECTION E
ACCESS TO TEACHING AND LEARNING**

STANDARD E1

There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.

E1a

As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programs.

E1b

The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programs.

E1c

On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, and effective procedures are used to inform school and parent decisions about continued enrolment.

School's Prior Comments

At Raffles International School we have clearly defined admission processes which is evidenced in the [Admissions Policy](#).

In our Kindergarten sector students are required to write Kindergarten admission tests for reading, writing and mathematics. [Kindergarten 1](#) are assessed orally and [Kindergarten 2](#) are assessed through written assessments as far as their abilities will allow. Prospective Lower Primary students are also required to write the relevant [entrance assessments](#) according to their year group. Prospective [Upper Primary and Secondary students](#) are required to write an English and Maths assessment.

Where the learning needs of students are concerned, there is a [learning support process](#) used for special educational needs (SEN) students as outlined in the school [SEN policy \(p 10\)](#). This process outlines the role of the classroom teachers and the Learning Support (LS) teachers.

Firstly, the teacher fills the [referral form](#) and sends it to the LS department who conduct the observation and [SNAP assessment \(p1-3\)](#) for the concerned student. After observations and assessments, LS department decides if the child needs extra support. The level of support and provision is reviewed on a regular basis.

There are clear guidelines outlined in an [assessment policy \(p6-7\)](#) as to how to administer assessments. Our on-going assessment procedures include the collection and collation of summative assessment scores, formative assessments and observations through [Learning Ladders \(p1-2\)](#). We also use a wide variety of external assessments administered online in order to identify learners start points, such as, CAT 4, PIM, and PIE. In addition, all students reading levels are assessed twice a year through PM reading. Grade 5 and 8 are also part of the early TIMSS assessments. Student support targets are written and regularly evaluated. These targets (link) are communicated between parents, teachers and students when appropriate. Teachers' give regular [feedback](#) to students and parents throughout the year.

Further developments to be considered in order to enhance provision:

- Continued Collaboration with Admissions.

	<ul style="list-style-type: none"> ● Annual review of staffing. ● LS department procedures and policies to be reviewed on an annual basis. ● Regular training for staff in assessment procedures. ● Regular staff training on analysing data.
Visitor Observations	<p>The school has thorough admissions policy and processes in place to identify the individual needs of students and to ensure that those needs are well-met. Age appropriate testing for both basic skills and English fluency is conducted as part of the admissions process, Appropriate information is required from parents including health information, transfer certificates and, where appropriate, previous IEPs and related professional assessment reports are required.</p> <p>By local regulation, the school has an open admissions policy in place.</p> <p>The school includes a Parent-School Contract in its enrolment procedures, which clearly outlines the required information needed to register a child as well as the respective responsibilities of the parent and school to meet the needs of the student.</p>
Suggested Actions	None at this time.

STANDARD E2

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.

E2a

The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.

E2b

The school uses student data as part of the regular evaluation of the effectiveness of the learning support program.

E2c

Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.

E2d

The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.

E2e

Learning support services function as an integrated part of the school's program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

School's Prior Comments

[Table 5](#) Current staffing provision is under review.

RIS collects a large amount of data on students through standardised testing such as CAT4, PiM, PiE, TIMSS, PISA, Cambridge Check Points and PIRLS. Further training would assist in ensuring consistent application of assessment to enhance personalised learning. In the coming year, a new simplified approach is planned towards the gathering of data and student monitoring progress, which should help to make data more user friendly for teachers.

The [RIS SEN Policy \(p7-8\)](#) identifies the role of LS (learning Support) teachers and the referral procedure. This is available to staff on the common drive. Learning support policy is made available on the school website.

The school makes effective use of Speech and Language Therapists, shadow teachers and Occupational Therapists accessed through Kids First which a medical centre is providing educational and psychological assessments in order to enhance access to the curriculum for students with special learning needs. The school also works in partnership with other centres that provide educational psychological reports and developmental assessments.

Learning Support teachers meet with parents and teachers regularly to review progress towards targets. ([Link to meeting minutes](#)). Parents are able to request meetings as they need. Moving forward, as the school LS provision increases, LS teachers will be involved at department/grade level planning meetings.

Visitor Observations

There is good provision for students with learning difficulties at RIS.

The school employs three full-time, qualified Learning Specialists with a fourth teacher to start in the coming month.

With over 30 identified students supported by IEPs and another 50 students receiving learning support, there are increasing demands for support and the provision for learning support is currently under review. Support is provided in a variety of ways and is integrated into the overall educational programme of the school.

	<p>Supervision of learning support is provided by the Dean of Students and a Support Services Team meets regularly to coordinate services.</p> <p>A new IEP form has been introduced this year and the school has provided professional development to enhance the ability of classroom teachers to support students with learning needs. As well, a detailed referral procedure is in place for identifying and assisting students with emerging learning needs after enrolment.</p> <p>There are good community resources available to the school to facilitate specialised support such as speech and language or occupational therapy where needed.</p> <p>Both a Learning Support and SEN Admissions Policy are included on the school's website.</p>
Suggested Actions	Monitor the provision for learning support in light of a growing enrolment and extension of the secondary school. (e2a)

STANDARD E3	
Effective language support programs shall assist learners to access the school's formal curriculum and other activities.	
<p>E3a Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programs delivered by qualified teachers.</p> <p>E3b All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.</p> <p>E3c The school provides sufficient personnel and other resources to support student language needs.</p> <p>E3d The school encourages parents to continue development of the student's home language(s).</p>	
School's Prior Comments	<p>Raffles International School (RIS) admits many children with varying levels of English and strives to give them the appropriate support. RIS identifies and labels English as additional language learners (EAL) according to their ability through testing when they enter the school. They are then placed into the appropriate programmes for their levels as detailed in the EAL Policy. The priority for who receives support through English Language Support (ELS) is given to those children with no or very little English and those who can speak some English do not receive enough support. The EAL specialist teachers who teach children in ELS are generally well-qualified.</p> <p>Teachers are encouraged to develop appropriate strategies that will challenge EAL learners. A drop-in form was created to assess the teaching and learning of EAL children. It was identified that teachers need more training on how to provide support for their EAL learners. Therefore, an EAL INSET was conducted to inform teachers about EAL strategies. In order to become widely assigned to this standard, another EAL INSET day will be conducted in August and lesson observations will be carried out by the EAL Coordinator to assess the level of support provided.</p> <p>The school consists of over 80% EAL children as evidenced in the nationalities of RIS. There are three full time EAL staff and the Coordinator of EAL is also a Homeroom teacher.</p> <p>Staffing and resources are reviewed on an annual basis. The Library is well stocked with a variety of multi-lingual resources.</p>

	<p>The school tries to inform parents how to help their children learn English at home by sending out a letter to all EAL parents that also tries to encourage learning the child's first language. The benefits of bilingualism are shared with parents and teachers. Some teachers did attend a professional development session on bilingualism in May 2015. To encourage more teachers and inform parents on how to promote learning and using the EAL children's first language and the advantages of being bilingual, an INSET day to parents and staff on bilingualism would be of great benefit. This is planned for 2015-2016.</p>
Visitor Observations	<p>Although the language of instruction at RIS is English, the reality is that for approximately 80% of the students, English is a second language. The school has dedicated staff to provide EAL support through ongoing assessment of English proficiency beginning in KG2. The type of intervention ranges from a full-time withdrawal programme, to support only from the classroom teacher. The English proficiency of all EAL students is assessed annually using a standardized external assessment.</p> <p>The school has provided professional development for faculty to improve its ability to support EAL students in the regular classroom with additional sessions planned for the current school year.</p> <p>In the face of the challenges of such a large EAL student population, the school reports that students do well on external assessments of English competency.</p>
Suggested Actions	<p>Monitor the need for further professional development to assist faculty to support EAL needs in the regular classroom. (E3b)</p> <p>Monitor the provision of EAL staffing to meet the growing EAL population of the school.(E3c)</p>

STANDARD E4	
The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.	
<p>E4a Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.</p> <p>E4b Counselling and advisory programs are supported by clearly documented policies and procedures to ensure that community members understand the scope of programs as well as the manner in which to access services.</p> <p>E4c The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.</p> <p>E4d Counselling and advisory program records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.</p> <p>E4e The school regularly evaluates the effectiveness of its counselling/advisory programs, taking into consideration student profile and achievement data.</p>	
School's Prior Comments	<p>The social and emotional well-being of RIS students is widely supported by the School Counsellors who are qualified to Masters Degrees in counselling. The Counselling Department have devised documentation (Outside Agencies link) providing for reputable referrals when longer term or diagnostic counselling is required. The School Counselling Policy (1-</p>

	<p>3) and Child Protection Policy (p 1-2) are updated annually and found on the RIS Common Drive.</p> <p>At the beginning of an academic year, all RIS staff are provided with (links): What is a School Counsellor? Signs that a Child Needs Counselling School Counselling Articles</p> <p>In conjunction with RIS staff, RIS parents are provided with (links): Information for Primary Parents Information for Secondary Parents</p> <p>The following information is placed in all school classrooms (links): Information for Primary Students Information for Secondary Students</p> <p>RIS allocates time during Orientation Day for new students and parents to visit the school, classroom and meet the homeroom teacher. This helps students settle into school life more easily and allows them to arrive at school the following day knowing their teacher and the layout of the school. It gives parents the opportunity to discuss any concerns or issues with the teacher on a one-to-one basis. A Curriculum Information Session (p. 10-14) is held by each Year Coordinator to inform parents (new and returning) about the Cambridge Curriculum and the expectations for the year ahead. A Transition Information Session (p5-10) is held by the Deputy Head of Secondary for parents of students starting Secondary School. Along with this, Year 6 students are given a Year 7 buddy prior to the next school year. Transition Plan</p> <p>Next academic year, the Counselling Department are planning on providing information in print and conducting seminars for parents regarding transition issues involving families moving between countries and schools.</p> <p>Counselling student notes are stored in a secure locked cabinet (both in primary and secondary offices). Confidential information is shared to relevant staff members only if absolutely necessary and only where it benefits the student. Student notes are updated after every session/phone call/meetings concerning the actual student and the files are stored for three years following a student's exit from RIS. In regards to an evaluation process for counselling purposes the Counselling Department at RIS utilize the Model to Promote Well-Being which includes both subjective and objective personal and social development aspects.</p>
Visitor Observations	<p>The school has two full-time counsellors to provide social and emotional counselling services. The school's website outlines the school's services in this area and includes information for parents on topics such as bullying.</p> <p>The school has recently received approval for related policies on Anti-bullying, Child Protection and Safeguarding, and Cyber-bullying.</p> <p>Now that the school has committed to extending the secondary through IGCE and possibly offering A levels, it will need to make provision for career counselling.</p> <p>While there is a transition strategy in place for students moving from the primary to secondary school, there does not appear to be provision for the transition of students and families to and from other schools and countries.</p>
Suggested Actions	<p>Put in place a programme for career and tertiary education counselling in light of the expanding secondary school.(E4a)</p>

	Develop a transition programme to support RIS families moving to and from other schools and countries. (E4c)
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STANDARD E5 The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.	
<p>E5a The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.</p> <p>E5b The school's programs, services and environment encourage the adoption of healthy life style choices.</p> <p>E5c The school facilitates for its community awareness and understanding of local health services, local health requirements and potential health concerns.</p> <p>E5d The school assists its community in understanding and responding to potential health hazards in the local and wider community.</p>	
School's Prior Comments	<p>RIS has a school doctor and 2 nurses to provide health-care to students on a daily basis. We have an efficient clinic visit protocol where a form must be filled out before bringing the student who will be accompanied by the teacher/Classroom Assistant. The school takes appropriate measures to get all the necessary health background on each student so we can make a data base of children with health risks and put a protocol in place if an issue arose. Whole school meetings are held where information is shared with all the teachers on these students so teachers are alert to whom they must be extra vigilant with on yard duty/After School Activity (ASA) duty. Field trips are meticulously planned for, using relevant risk assessment which are reviewed and only approved if all the necessary safety precautions are in place. Buses have first aid kits along with lists of emergency contacts. We always plan for a ratio of one adult to eight students on trips and ensure there are first aid kits and trained staff at the venue.</p> <p>The school promotes healthy eating and the importance of exercise is reinforced during Physical Education (PE) lessons and sporting ASAs. During sports days, students and parents are encouraged to provide healthy snacks and eat nutritious meals prior to competing in sporting events. Students in Grades 6-8 are encouraged to keep a food diary for a week and this is then discussed in PE lessons and reflected upon collaboratively. Parents are encouraged via the school newsletter (Summarise) to pack a healthy lunch and snack for the students. The PE department promotes healthy eating every September with a healthy eating week, the focus in assemblies, lessons and lunchtimes is healthy eating. House points are awarded for classes who work as a team to adopt a healthy lifestyle. The Primary School participates in morning exercises during their assemblies.</p> <p>Healthy eating is evident in some Grades more so than others as there are still a lot of sweets and unhealthy foods in the packed lunches of many students. We aim to drive this more consistently across all Grades through awarding certificates to the healthiest classrooms on a weekly/fortnightly basis. We would also like to have more assemblies across all the Grades focused on healthy eating/lifestyle. We believe that through designating topics for assembly, healthy living for example, exercise, brushing teeth or</p>

	<p>eating fruit and vegetables, the topic will be more regularly addressed across all Grades.</p> <p>A dentist from a local clinic visits the school to emphasize the importance of a healthy diet and correct dental hygiene. They examined every student's teeth from Grade One to Eight. We promoted awareness for breast cancer through pink day. We have had an Optician from a nearby clinic visit the school to examine the eyesight of pupils across all grade levels. We had an external group in to raise awareness of the importance of buckling up when you travel in a car/bus, even on the shortest journeys. We have a strict policy of "no hat no play" for the children who play outdoors in the sun. We did a fun run across all grades to emphasize the importance of physical activity on a daily basis, which increases focus and may improve academic achievement and behavior. We also celebrated world physical activity day through Bokwa workouts.</p> <p>Our Dean of Students works closely with the facilities team to communicate all safety concerns highlighted to the students, teachers and parents. Examples of this can range from incorrect footwear to play area schedules. These schedules are adjusted accordingly when it is too hot to play outdoors so that there is always a well-timed rotation of staff on duty and the different lunch/break timings. Reaching to the wider community, the Dean and facilities team liaise with local families and authorities to provide safe entrance and exits for students reaching school.</p> <p>The schools traffic management system has been addressed in detail throughout the year and adjustments have been made to ease the congestion and improve child safety. Also play-times where the numbers of students playing at one time had potential safety concerns has been adapted and new ideas implemented throughout the school year. We have had many fire drills and in-class lessons on fire safety across the school so that students are very clear on the procedure if the fire alarm goes off. Posters with routes to safety are found in each class and were updated when the construction began in the last few weeks of the academic year. The evacuation procedure is outlined in our fire drill policy (p. 4). A great number of staff across all sections took part in a training course in Fire Fighting & prevention methods, held in SAFEA Fire safety consultancy on 11th October, 2014 to improve our knowledge of fires- how they are started, the different types and the appropriate extinguisher for different fires.</p>
Visitor Observations	The Visitors agree that this Standard is well-met at RIS. See comments in section G for further details.
Suggested Actions	None at this time.

**SECTION F
SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING**

STANDARD F1

A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

F1a

A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

F1b

The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.

F1c

School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.

F1d

Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.

F1e

The school celebrates students' efforts and achievements in meaningful and culturally sensitive ways.

F1f

Student, staff and parent information is treated with an appropriate degree of confidentiality.

School's Prior Comments

Raffles International School caters to students and staff from all over the world comprising of over 90 different nationalities. The social, emotional well-being and protection of each and every student is approached with utmost importance and are strictly adhered to, with the following policies:

RIS Child Protection Policy

Anti-Bullying Policy

The Code of Conduct

All staff members are responsible for the pastoral well-being of students. All staff including the School Counsellors were introduced initially to all students during assemblies which also included a description of job roles. Teachers and Leadership promote awareness through assemblies, school activities, Life Skill and Global Citizenship lessons and the school curriculum. The Anti-Bullying assemblies were presented during the anti-bullying week in November. **(Anti-Bullying Assembly)** The students worked on activities and participated in a bullying contest. **(Bullying contest)** The students learned about cyber bullying in their ICT lessons. Life Skills and Global Citizenship lessons focus on aspects of personal, social and health issues. **(Global Citizenship lessons)** The PE and medical department educate and promote healthy living to the students through assemblies and whole school activities. **(Healthy Living Assembly) (Healthy Living Policy)**

The student's behaviour and relationships demonstrate very positive and responsible attitudes. They are encouraged to be self-reliant and take on duties where they interact with one another such as:
The bus Prefect scheme, whereby secondary students are nominated to take full responsibility of the younger children's behaviour and conduct on the buses.

WITTS' scheme and the Restorative Justice approach (displayed in all classrooms), is a self-management tool that helps students to manage conflicts in their social situations. **(Code of Conduct Policy) & Behaviour Management Policy)**

Weekly meetings are conducted by The Student Council with designated members of staff. Within Secondary School, there is a student leadership team and within Primary School there is a Learning Council and Student Council. The views and opinion of the student body is aired and discussed with the members of staff. The students are also encouraged to meet with the Principal and Senior Management to discuss any areas of concern. **(Student Council)**. Meetings with the Principal are held on a fortnightly basis.

A Behavioural Policy has been implemented by the Dean of Students. His role includes knowing the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of the students. **(Disciplinary Policy & Anti-Bullying Policy)** All members of staff have high behavioural expectations for all students and these are uniformly enforced throughout the school. Students are expected to engage in independent work, tidying up after themselves showing respect to others and their environment. Staff are briefed on the behavioural expectations of the school (Nuts and Bolts presentation) so that they are able to enforce these rules clearly and reflect consistently responsible, respectful and caring behaviour that reflects the Core Values of the school.

In assemblies, positive behaviour is addressed and reinforced. The students are awarded and recognised for their actions on a weekly basis with the House Cup. **(House Point Awards)** Further rewards are promoted within the classroom with the use of Edmodo points for GR3- 8 students and Dojo points for GR1 and 2. **(Edmodo)**

The children here at RIS, respond very positively to a variety of adults, including members of staff, the children are more than happy to adhere to staff requests for excellence around the school, including corridor behaviour, following simple instructions and rules, play and lunch-times and within their specialist lessons. The children will also interact with a number of adults including differing staff members for their ASA classes twice per week. They are often greeted by a variety of adults, including parents who visit the school for workshops, assemblies and meetings. Students, staff, and parents work together to create a positive environment that promotes the personal and social development of all students.

(ASA Policy & Lunch Duty Rota)

The School Counsellors provide support to students identified with social and emotional concerns. The students are referred by the teachers, parents and self – referral. The counsellors are able to recognise and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances. The counsellors provide individual and group support. **(Child Protection Policy & School Counseling Policy)** Students receive academic support by the Learning Support team who provide support to optimize the teaching and learning process in order to enable students with learning barriers to achieve expected levels of achievement in literacy and numeracy. **(Learning Support Policy)**

Students have taken trips in and outside the UAE during the academic year allowing the opportunity and understanding of the world and promote internationalism. Internationalism is strongly promoted in the school. Cultural topics are followed up inside of the curriculum, for example, in Kindergarten and Nursery, where there is a Continent related culture topic discussed in detail every week.

The school actively keeps up with local traditions and culturally sensitive events- as is seen by the Quran Competition and the Arabic Writing Competition. **(Quran Competition) (Arabic Writing Competition)**

	<p>Students were encouraged and supported in their participation, and were lauded with due awards. Events with local cultural importance such as Flag Day and National Day are also celebrated. (Flag Day) The National Day celebrations are presented in assemblies to the whole school including many parents who are invited. (National Day) The information presented is focused on the importance of Haj and Eid celebrations further deepen the children's and parents' knowledge and understanding of the UAE, Emirati Culture and Islamic values. (Eid Celebration)</p> <p>The children are shown and taught respect and tolerance of all nationalities and cultures by events such as International Day. This event is a highlight of the year with a great deal of community spirit. Although this is a very popular occasion it celebrates what is embedded through action, behaviour and interaction throughout the year. (International Day) Students demonstrate a good understanding and appreciation of Islamic values. Students are made aware of the virtues of Islam through various school initiatives including assemblies, displays, quiz competitions, visits, and speakers to address students, greetings and cultural activities and demonstrate an understanding of these. Most students can relate many of the city's social aspects to the influence of Islam, such as the dress code in the school. (Dress Code) This encourages our students to be open-minded, curious and respectful of other cultures, in and out of the school. Our confidentiality framework aims to protect the child at all times and to give all staff involved clear, unambiguous guidance. The safety, well-being and protection of our students are the paramount consideration in all decisions staff at this school make about confidentiality.</p> <p>All Learning Support cases are confidential and are shared only between the LS department, the parents and teachers of that particular student only. No documents or names are published in any print or electronic media and all hard copy information is stored in secure filing cabinets which cannot be accessed by individuals other than the concerned LS staff. Counselling sessions and information is maintained confidential in order to protect the privacy of the students. (Learning Support Policy)</p> <p>The clinic maintains confidential medical file on each student and keeps regular contact with parents of students who have special medical conditions such as diabetes. It is only the school nurse and doctor who have access to these files and they refrain from leaving written confidential information such as paper documents, computer screens or PDAs open and unattended in shared spaces. However, a list of student medical problems is sent out to the concerned teachers only in order for them to adequately cater to their medical needs while teaching. In terms of registration and admission of students, student's addresses and telephone numbers of parents and children will not be passed on except in exceptional circumstances or to a receiving school.</p> <p>Staff computers and laptops are password protected. The school server (Prodigy) is accessible only to staff via Internet through secure connections and is also password protected. (Internet Policy) Only Coordinators, Deputy Heads and the Principal are given full access to school files on the common drive. Regular teaching staff are limited in their access to files containing confidential information. Photographs of children are not used without the written permission from their parents/guardians especially in the press and internet. The school gives clear guidance to parents about the use of cameras and videos during public school events.</p>
<p>Visitor Observations</p>	<p>The school is a multi-cultural and diverse community, both in terms of students, faculty and staff. At every level, the school prides itself on modelling its core values and respecting its diversity. All faculty and staff</p>

	<p>are treated equally and model courteous and caring interactions with one another, with parents, and towards students in their care.</p> <p>A set of new and revised Policies have recently been adopted, which address: Anti-Bullying; Behaviour Management; Code of Conduct; Cyberbullying ; Discipline; and Child Protection.</p> <p>Teachers have all been acquainted with these policies and they can be accessed by parents on the school's website. Whole staff training on Child Protection has been provided and all staff must sign to say that they have read and are familiar with the School's Child Protection Policies. The school's Child Protection Policy is aligned with UAE regulations and is subject to annual review.</p> <p>There are many reward systems at the school that acknowledge students' active demonstration of its core values. These values are taught and explained in an age appropriate way as an integral part of the learning programme at the different Phase levels.</p> <p>The school has a firm and consistently followed confidentially framework which ensures all records pertaining to sensitive information about the students, administrative, medical and educational, are stored securely and are accessible only to those responsible for maintaining them.</p>
Suggested Actions	None at this time.

STANDARD F2	
Effective communication processes shall foster a productive home-school partnership and a positive learning community.	
<p>F2a</p> <p>Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.</p> <p>F2b</p> <p>A "whole-school" climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.</p> <p>F2c</p> <p>The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.</p> <p>F2d</p> <p>Opportunities are provided for parents to learn about the school's educational aims, programs, and pedagogical approaches so that they can support student learning.</p> <p>F2e</p>	

The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.

School's Prior Comments

The people involved in the school community are the teachers, students, parents, CRA's, Management team, administration staff.

The most formal process of information flow is the staff meetings. There is a weekly whole school staff meeting. There are weekly grade level meetings, as well as specialist meetings. Each department/grade level is responsible for the organisation and conduct of their meetings. Information and news are discussed with minutes recorded and emailed to each member of the group. Coordinators/leaders of each year group feedback to the SLMT. There are also weekly SLMT and coordinator meetings which have the same outcome. The Advisory Council meet three times per year. This is evident in our meeting minutes from grade level, whole staff and SMLT meetings. **(Staff Meeting Minutes)**

The Deputy Head of Secondary School has organized a Professional Learning Community group for teachers to get together two times each month to discuss and share best practice in their classrooms and beyond. The sharing of ideas is critical in improving teaching practice and also works as a key motivational tool in our day to day practice. Staff can access any member of staff via the school email system. This is used within departments and grade levels to communicate information passed on from the SLMT team as well as daily information needed for the running of the school. Many teachers also set up a group for the parents in their class as a method of communication. Professional Development days incorporate whole staff where a specific topic(s) is chosen for the staff to focus on.

Homeroom teachers send weekly notes to their parents in the journal to inform them of the weekly homework/events. **(Homework Notes)** Teachers also use notice boards outside their classrooms to inform parents of these events. RIS have incorporated the 'Weekly Chronicle' which is a weekly online newspaper article informing the parents of the learning in their child's grade and also the star of the week etc. Information is transmitted to parents, usually from the SLMT team, to inform them of events in the school and any important information that they need to know. **(Weekly Chronicle)** 'Parent Teacher Conferences' provide an opportunity to the parents to discuss about their child's progress. Every teacher has a 'Drop in Day' in a week, in which parents can book an appointment and meet the teacher. **(Drop in Day)** Welcome Packs are provided on orientation day which gives the parents detailed information about the curriculum. Curriculum Evenings/mornings gives an opportunity to the parents to ask questions and discuss about the curriculum. Weekly planners are sent home in children's diaries, so that parents are updated at what children will be learning through the week. Transition meetings take place which gives parents a clear idea on how the coming year will be academically for their child. The Communicator is easily downloadable software on desktops and mobile phones, which posts all the updates and upcoming events for example: Green Day, World Habitat Day etc. so that students come prepared to participate on that day. **(Events Calendar)**

Parents work together with teachers to create a warm and welcoming school environment with the aim to enrich their child's; and each student's educational journey. Parents have direct communication with their child's classroom teacher using a variety of tools such as the homework diary, emails, bi-yearly parent teacher conferences, the class dojo system and personal contact through becoming an active part of their learning. This is evident in weekly parent read aloud, reading with

	<p>dad, international day, national day, sports day, class assemblies, school productions, circle of culture presentations and parent support with school outings as well as field trips. The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging. <u>(Culture Pictures)</u></p> <p>The school arranges for a wide variety of local businesses and professional organizations, proven to be focused on offering a large spectrum of learning opportunities, such as Mad Science, Chess, Music and dance courses from Ballet to African dance and many others subjects. The school allows these local businesses to avail of the school facilities to offer their services after school hours. The choice is wide and just at the fingertips of students and parents alike, including mother tongues courses for the speakers of other languages.</p>
<p>Visitor Observations</p>	<p>There are multiple communication channels across the school. Information is disseminated in weekly whole staff, phase level and departmental meetings. Minutes of meetings are kept and emailed to all participating members. Information is fed through from coordinators and subject leaders to the SLMT and vice versa.</p> <p>The home-school link is strong. Parents are welcome in the school at any time and are seen as partners in the learning process. Teachers are easily accessible to parents through e-mail, scheduled teacher 'drop-in' days, and weekly bulletins on school and class events are sent home. Curriculum meetings are planned annually to provide opportunities for the parents to learn about the school's programmes and although these are not always highly attended, parents spoke positively of the information they received about their children's progress and were satisfied with the communication they had with the school.</p> <p>PARIS, the school's parent-teacher group is a very active and engaged body which plays a large part in enriching the lives of the students and supporting the wider school community. They organise a series of special events for parents and students throughout the school year and offer ongoing support for school-organised events. They hold regular weekly meetings and a member of the SLMT is always in attendance to answer questions and exchange information.</p> <p>Parents did comment that they knew little of the affairs of the Advisory Board and their long term plans for the future of the school.</p> <p>Teachers are given opportunities to collaborate and engage in team work and there is an open atmosphere of trust and support across the school. The sharing of best practice is actively encouraged and the deputy head has set up a professional learning community.</p> <p>Links have been established with 'Senses', the nearby Special Needs school, and students there are often invited to participate in Raffles' activities. The school's art department, in particular, has been pro-active in sharing ideas and expertise and providing support and advice to teachers there.</p>
<p>Suggested Actions</p>	<p>The Advisory Board explores additional avenues for establishing greater visibility and understanding of its role and responsibilities amongst the school community.(F2a)</p> <p>The Advisory Board considers inviting PARIS representatives to attend their meetings in order to establish a clear two-way exchange of information. (F2c)</p>

	<p>The school continues experimenting with additional ways to encourage parents to stay up to date and informed of its curricula and approaches to teaching and learning. (F2d)</p> <p>The school continues efforts to expand its links with the diverse Dubai community in order to extend the students' exposure to life beyond the boundaries of RIS and so develop a broader perspective. (F2e)</p>
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STANDARD F3	
<p>The school shall offer effective programs and activities which complement the formal curriculum in supporting the school's Guiding Statements.</p>	
<p>F3a The development and delivery of the school's complementary programs demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.</p> <p>F3b The school actively supports the development of student leadership and encourages students to undertake service learning.</p> <p>F3c The school actively promotes and models global environmental awareness and responsibility across its community.</p> <p>F3d The school regularly evaluates its complementary programs to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.</p>	
<p>School's Prior Information</p>	<p>Raffles International School (RIS) offers a variety of complementary programs and activities designed to enhance the curriculum and support the school's Guiding Statements. The school places great importance on providing culturally appropriate and sensitive activities to its students with an aim of its students becoming global citizens.</p> <p>Several language options are included within the school curriculum and supported by various after school activities as well as assemblies and events. French and Arabic are offered for both native and non-native speakers and Mandarin, Russian, Italian, Arabic, French and Quran after-school activities are also offered. The Music department also supports this endeavor by offering culturally informative Musical Productions and all children are exposed to music from various languages and countries in the classroom. <u>(Annual Production)</u></p> <p>The school takes great pride in celebrating the heritage and culture of the United Arab Emirates throughout the year, but most especially during its National Day celebrations in December. Students are also made aware of various religious celebrations, with assemblies on Diwali, Eid and Ramadan. Because RIS is an international school representing many countries, great pride is taken in the International Day festivities. Students and parents are invited to celebrate and share their countries and cultures during this Day, as well as throughout the year through the Circle of Culture. These events and activities are reviewed on a regular basis by members of the Events Committee, After School Activities team</p>

	<p>and the Dean of Students to ensure that they are meeting the needs of students. <u>(ASA Policy ,Child Protection Policy, Events Calendar)</u> Parents are asked to provide feedback.</p> <p>Students are made aware of differently-abled students through field trips to special needs schools such as Senses as well as through awareness campaigns like Speech and Hearing Impairment Month. Students are given the opportunity to hold various leadership roles in the school. Head Boy and Head Girl, Student Council and Learning Council Committee students are all chosen from and elected by members of the student body. The Principal meets regularly with these students to obtain feedback, and these students join Learning Walks with members of school management. Events like the Family Fun Fair raise money for the IVEI charity.</p> <p>In addition students and their families responded with support in aid to Syrian refugees, Nepalese earthquake victims and the less fortunate of Dubai through the Box Appeal Campaign. <u>(Charity for Syria) (The Box Appeal)</u></p> <p>The school actively promotes and models global environmental awareness and responsibility across its community. Throughout each year level, an area of the curriculum addresses an aspect of global environmental awareness. The Eco – Committee along with outside organizations are continually improving the school community and increasing environmental awareness through support of several student-led campaigns and initiatives. The school participates and is involved in activities and campaigns continuously throughout the school year.</p> <p>The Eco-Committee meets regularly. Activities for this include participation in Earth Hour, Beach Run and Cleanup, Paper Recycling Competitions and Green Day on World Environment Day. Throughout the school year, students are actively promoting environmental awareness by implementing recycling procedures. The school emphasizes environmental-mindedness with campaigns to stop the use of plastic cups (by encouraging the use of refillable water bottles) and energy conservation.</p> <ul style="list-style-type: none"> - <u>Clean up the world</u> - <u>Earth Hour</u> - <u>Eco - Committee Agenda</u> - <u>Energy Consumption</u> - <u>Clean up photo</u> - <u>Reusable water bottle</u>
<p>Visitor Observations</p>	<p>Students are given responsibility and support towards organising fund-raising events and activities for a range of local and world-worthy charitable causes of their choice. Innoventures has recently created a charitable foundation and is magnanimously showing its appreciation for students' endeavours by matching funds they raise.</p> <p>The school provides leadership opportunities for the students. The school has a Head Boy and Head Girl and also has a Student Council democratically elected by the students. There are two branches of the Student Council –'learning' and 'student life'- who meet regularly with designated staff members to discuss issues raised by their peers. The Student Council feel they have a voice in school decision-making and that their opinions are genuinely respected and listened to. As the school expands it may wish to explore additional opportunities for further student involvement in school decision-making and participation in service learning projects. Such provision will be of particular value</p>

	<p>for those future students who will be progressing through the secondary school into grade 12 (year 13).</p> <p>As well as those run by teachers, a variety of activities are organised by local professional companies (whose services are an additional cost for participating students), and contribute to the extensive After School Activity Programme offered at the school. The programme includes classes for mother tongue support in a variety of languages as well as academic 'catch-up' classes, which students may be recommended and invited to attend.</p> <p>Older students did comment that they would like to see more activities geared towards their age range, such as MUN.</p> <p>The School's Events Calendar is a full one. It gives a very clear impression of the diverse additional academic and non-academic opportunities the school provides its students throughout the school year and which contribute towards upholding the school's mission.</p> <p>Environmental responsibility has become a special focus and the Eco-Committee has organised many campaigns to raise awareness of the importance of recycling and conservation. The school is working towards achieving Green Flag status.</p>
<p>Suggested Actions</p>	<p>Explore possibilities for providing additional extra-curricular activities that would offer appeal to the older students, e.g. MUN. (F3a)</p> <p>Continue raising environmental awareness at the school and initiatives towards achieving Green Flag status. (F3c)</p>

**SECTION G
OPERATIONAL SYSTEMS**

Note: The term “governing body” includes any school ownership structure.

STANDARD G1	
The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school’s programs.	
<p>G1a The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school’s short and longer term financial health and which ensure appropriate allocation of funding.</p> <p>G1b After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programs necessary to put the school’s Guiding Statements into practice in an effective way.</p> <p>G1c Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.</p> <p>G1d The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programs.</p> <p>G1e Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.</p> <p>G1f The insurance program is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.</p> <p>G1g Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.</p> <p>G1h An annual, external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.</p>	
School’s Prior Comments	<p>RIS has set up robust systems and processes in place to manage the financial, regulatory and legal affairs and to ensure strict compliance with international standards as well as local laws. Annual budgets are drawn up and factoring the plans for the upcoming academic year and financial provisions are made for their accomplishment. Interim as well as year-end financial reports are circulated to the senior management and the governing body to report on progress and performance. Parents are advised of the fee in advance and they have a clear understanding of their financial commitment for the complete academic year(Fee Increase Letter , Admissions Policy). The school is completely funded by the shareholders and there is no debt used to fund any aspect of the school operation or infrastructure. The school follows recognized International Accounting Standards (IAS) to record its transactions, and complies with International Financial Reporting Standards (IFRS) to report it financial performance. It is audited annually by a recognized global accounting and audit firm. RIS carries adequate insurance policies to cover all risk associated with its operations. Raising of additional funding, if any, undertaken by RIS has to do with community service or charitable initiatives that the schools commits to.</p>

	RIS is privately owned and all financial information is shared with the shareholders of the company, and the academic administration is not privy to financial statements. However, the Head of the School is involved in the resourcing and staffing of the school. The shareholders have fully funded the school and ensure continued financial health with appropriate allocation of funding for short term and long term requirement
Visitor Observations	<p>The school's finances are overseen by the CEO, the Board of Directors and the Innoventures financial management team</p> <p>The school's most recent Financial Statement indicates that the school is financially sound, has a positive cash flow and sufficient funds to ensure the continuity of the school and its expansion in the future.</p> <p>Accounts are subject to an annual external audit by an independent accounting firm, KPMG. A copy of the most recent external audit was made available for verification. Accounting practices are in accordance with international accounting standards.</p> <p>Increases in fee structure are regulated by the government and apply to all independent schools across the UAE. Any increases determined are not usually announced by the Government until the end of May in each calendar year. Parents, when enrolling students earlier in the year, are fully informed of fees at the time, but are made aware that these are provisional and may be subject to change.</p> <p>The school has a comprehensive insurance policy and all staff are covered by third party liability insurance.</p>
Suggested Actions	None at this time.

STANDARD G2
Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programs required to put the school's Guiding Statements into practice.
<p>G2a The school's facilities/equipment provide for effective delivery of educational programs and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.</p> <p>G2b Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programs.</p> <p>G2c Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.</p> <p>G2d If the school admits handicapped students or personnel, all reasonable provision is made for them.</p> <p>G2e Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.</p>

School's Prior Comments	<p>RIS strives to provide a high standard of education through a wide range of academic and extracurricular facilities. The school facilities include swimming pools, shaded play areas, lecture theatre, art rooms, music rooms, sports field, multipurpose hall, prayer rooms and staff rooms. The nursery is well equipped with child friendly activity rooms. Classrooms are of the Standard adequate sizes pertaining to modern day educational demands. All classrooms are provided with storage area for class resources. All staff rooms are equipped with work stations and the school library has ample work areas that can be accessed by students and staff. All Secondary School students have individual lockers while Primary School students have access to cubby holes. The Advisory Board provides necessary budgets for Capital investments and facility enhancements (School Expansion Plan). The school has made provisions for adapted toilets, ramps, elevators and wheelchairs for students with special needs or physical disabilities. The school has well equipped ICT infrastructure which includes four ICT suites with internet access. An additional feature of laptops and IPAD trolleys is available for booking. Wi-Fi connection is available throughout the school. All homerooms are provided with projectors, computers and speakers (IT Infrastructure Summary).</p>
Visitor Observations	<p>RIS is a modern purpose-built school facility. Classrooms are of an appropriate size and the range of facilities available enable the school to provide a good educational programme for the range of students it enrolls. All rooms are equipped to cater for the individual needs of the different Phase levels and also provide for adequate storage of teacher and student materials.</p> <p>There are specialist areas in the building for sport, art, music, drama and dance, language classes, science (one lab in the primary school, one in secondary and a third in the process of being installed), EAL and Learning Support space is provided and a Library extends over two floors. Teachers have two staff rooms and a work room and there is a dedicated administration wing. The school also has the advantage of a fully equipped medical unit with a doctor's surgery, treatment rooms and sick bay.</p> <p>Outdoor areas are well-maintained and shaded. The nursery and kindergarten classes have ready access to fenced and secure, fully-equipped outdoor play spaces and the swimming pools and sports areas allow plenty of opportunity for play and recreation for primary and secondary students.</p> <p>The building is air conditioned throughout and students learn in comfortable, well maintained surroundings with adequate shade and good air quality.</p> <p>An elevator, ramps and adapted toilets are in place should there be need to accommodate for physically handicapped students and adults.</p> <p>ICT provision is good and adequately supports the school's educational, management and operational functions. While the school is equipped with a range of IT equipment, it is also in the early phases of introducing a Bring Your Own Device programme for students. The Technical Support Team has recently been enhanced and is responsible for day to day maintenance and trouble shooting.</p>
Suggested Actions	<p>None at this time</p>

STANDARD G3

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

G3a

School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.

G3b

Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate.

G3c

An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved.

G3d

Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition.

G3e

Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation.

G3f

Effective measures, including regular rehearsals, are in place to address emergencies requiring "safe haven/lock down".

G3g

The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.

School's Prior Comments

The school strives to meet the health, safety and hygiene standards of the relevant local authorities which include 'Dubai Health Authority, Dubai Civil Defence and the Dubai Municipality'. All Kindergarten and Nursery teachers, CRAs and the school medical staff have municipality Occupational Health Card. Yearly dental check-ups are conducted by DHA authorized agencies under the supervision of the school medical staff. All students undergo physical examination by the school doctor, and students' personal health records are maintained. The school has certificates issued by the Civil Defence and the Dubai municipality endorsing the required health and safety standards ([Dubai Civil Defence Certificate and Dubai Municipality Reports](#)).

To ensure a higher level of health and safety, the school has formed a committee to discuss and improve upon current practices. The building maintenance is outsourced to a reputed company that provides personalized and skilled service. A Health and safety checklist is maintained on a daily basis and necessary actions are taken to ensure that the school is safe and secure ([Health and Safety Checklist](#)).

Fire Drills are conducted on a regular basis, which includes an annual practice involving Dubai Civil Defence ([Fire Drill Procedure](#)). Selected staff members have been trained by the SAFER fire safety consultancy at Dubai Police Academy for this purpose. The school has a fire drill policy, and the fire evacuation plans along with the exit directions are available in each classroom and at strategic locations around the school. Although there is no safe haven /lock down policy, the administration and the academics team are working on plans to formulate such a policy and measures to be taken in such situations, preliminary meeting for which was held earlier this year. In case of emergencies, the school communicator has provision for immediate steps to be taken through instant messaging to parents and guardians. The school also has provision for mass SMS in the event of any emergency. The school has made outstanding contributions to the wider community through various [environment friendly practices and projects](#).

<p>Visitor Observations</p>	<p>The school's clinic comes under the auspices of the Dubai Health Authority and is run by an experienced medical services team consisting of a full-time doctor and two full-time nurses. The medical team is responsible for ensuring all students receive the full range of health services from attending to minor injuries and illnesses, accident and emergency care, to immunisation and regular physical, sight, hearing and dental checks in accordance with local regulations. The Medical Team also regularly update and maintain all student health records and keep these appropriately secure.</p> <p>Any medication a student may need is held in the clinic and nurses compile a list of students who may need emergency treatment because of medical conditions. This information is conveyed to teachers.</p> <p>There are Emergency First Aid Kits in strategic places throughout the building. These are checked, replenished and signed off on a monthly basis by the Medical Team.</p> <p>All teachers receive first aid training annually.</p> <p>An appointed Health and Safety Committee, which includes the Principal, hold termly meetings and regularly monitor and review the school facilities to check for necessary maintenance work or repairs and any hazards seen to be in need of immediate attention. Minor repairs needed in corridors, common spaces and classrooms are emailed by faculty and staff to the Administrative Assistant who in turn contacts the maintenance team to ensure these are rectified in a timely fashion.</p> <p>Termly fire drills are carried out with observations recorded for any improvements where required. One of these practices is unannounced and attended by the Civil Defence Department to ensure all regulations and compliances are met. There are ten appointed fire wardens at the school whose responsibility it is to sweep the building and ensure it is vacated, that lights are turned off and doors closed. The school is covered under a central fire alarm system which is connected around the clock to Dubai Civil Defence. The school is certified by DCD 24/7 and this certificate is on display in the school's reception area.</p> <p>All documents related to regular inspections and maintenance are kept on record for future reference.</p> <p>Lockdown and crisis management policies and procedures have recently been developed, are now in the process of being approved and are expected to be put in place shortly.</p> <p>The school's housekeeping team are on duty throughout the day and ensure the three atria, corridors, bathrooms, changing rooms, swimming pool areas and play spaces are kept in a clean, safe and hygienic state. Routine cleaning of all rooms takes place daily after school hours.</p> <p>Innoventures prides itself as a leader in promoting environmental sustainability. Eco-strategies are in place at the school, for example there are no plastic cups, recycled materials are used wherever possible, and there is automatic shutdown of electricity and water. Energy consumption data is also being collected and analysed and it is hoped older students will become involved in developing initiatives to make further savings in the future.</p>
<p>Suggested Actions</p>	<p>Put in place the Lockdown and Crisis Management Policies and procedures. Communicate these fully to all staff and parents and carry out appropriate practices to ensure their effectiveness. (G3f)</p>

STANDARD G4

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

G4a

Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice.

G4b

Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – program continuity under exceptional circumstances.

G4c

Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured.

G4d

School premises are kept in an acceptably clean state at all times of the school day.

G4e

School trips are well planned and executed, ensuring a positive learning environment and supporting the school's academic or activities program. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.

G4f

Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.

G4g

Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.

G4h

Support staff members and employees provided by contracted suppliers make a positive and well-appreciated contribution to school life.

School's Prior Comments

The school subcontracts a catering company to provide healthy food choices for students, staff and parents. The outsourced catering company prepares meals and snacks off-campus and transports them to the school in insulated containers, maintained at a controlled temperature. Monthly food menus are checked by the school doctor to ensure food served is balanced, healthy and wholesome. Menu for the month is also uploaded on the school website for access to parents and staff. <http://www.rafflesis.com/south/canteen.html>

RIS regularly reviews arrangements of exits to cover threats to the security of personnel and the premises. All visitors to the school are screened and issued identity cards. Appropriate numbers of security guards are deployed on a 24hour service, thereby ensuring that the campus is safe from all threats. All guards have a licence from the Dubai Police General HQ for Dubai Protective System ([Security DPS License](#)). The school is effectively monitored through surveillance camera CCTV all around the campus. The guards invigilate the school corridors at frequent intervals and also closely monitor the CCTV footage throughout the day. The guards duties includes assisting visitors, ensuring clean surroundings and assisting in maintaining traffic flow during students drop off ,end of day pickup and on all special school events .

The school provides safe transportation to students through outsourced school transportation. Each school bus is installed with surveillance camera inside the bus as a safety measure. The school has 36 school buses with properly trained drivers and female support staff accompanying the

	<p>students. All school buses are also provided with first aid kits and all the support staffs are trained to use them. (Sample RTA Cards of Driver and CRA)</p> <p>The school administration strives to provide a clean environment for students, staff and all stakeholders. Maintenance of the school premises are taken care of by a hardworking team, who are assigned to designated areas and are monitored by a supervisor. The cleaning staff maintains a regular checklist for which the reports are generated on a regular basis.</p> <p>The school has a School Trip Policy and procedures to be followed while planning and executing all trips. All School trips are linked to Curriculum Enhancement and measures are taken to ensure safety of students. (Field trip Forms and School Field trip policy)</p> <p>All support staff members and employees provided by contracted suppliers are properly qualified, well experienced, appropriately trained and adequately assigned and supervised. All support staff members contribute positively to school life and their contributions are well appreciated.</p>
<p>Visitor Observations</p>	<p>Auxiliary services at the school are out-sourced to professional companies. The catering company delivers a hot meal service for the school which is re-heated on the premises. All food handlers are appropriately licenced. After being approved for nutritional value by the School Doctor, hot meal menus for the forthcoming month are published on the school website.</p> <p>The cafeteria has recently been expanded to provide more space for the students and a larger kitchen area for food reheating and serving. The cafeteria and kitchen are maintained to high standards of cleanliness and hygiene.</p> <p>The school premises in general are consistently kept in a clean and orderly condition. The School Doctor is responsible for carrying out regular spot-checks to ensure hygienic conditions are upheld.</p> <p>Current security measures, including security guards placed at strategic places around the school, such as Nursery and Kindergarten entrances and exits, ensure maximum safety for the students. Parents must present their ID cards to the guards at the gates when coming into school and visitors are required to sign in. Security is also monitored by a network of CCTV cameras in all corridors and open spaces in and around the building.</p> <p>School buses are well-maintained and have regulatory seat belts installed. Each bus is equipped with a first aid kit for emergencies. Bus monitors accompany the students on the daily run to and from school. Risk assessments must be completed by all teachers when organising school field trips.</p> <p>All security and cleaning personnel are police checked and receive training on appropriate professional conduct when on the premises. Those people employed by auxiliary companies are also appropriately trained and certified. The positive contribution made by all school support personnel towards the safety and well-being of the students is greatly appreciated by teachers and parents.</p>

Suggested Action	None at this time.
<i>This concludes the School's Prior Information. Parts Two and Three are for the use of the Preliminary Visitors only. Thank You.</i>	

PART TWO

PREPARING THE SCHOOL FOR THE SELF-STUDY AND THE TEAM VISIT

During their time on site, the Visitors met with

- The Principal, SLMT and Middle Management Team,
- The CEO, and members of the school's Advisory Board and Innoventures Board of Directors
- Teachers, counsellors, EAL and Learning Support specialists, Student Council and members of the parent community
- Senior members of the Building Administration and Maintenance Team
- The School Doctor

During these meetings, the Visitors were able to explain the accreditation process and/or discuss freely any aspect of the school.

The Visitors facilitated a one-hour, general orientation session on CIS accreditation for members of the faculty, and a half-day workshop to assist the school in preparing for Self-Study. This was attended by the SLMT and other faculty and administration who may in future be involved in the Self- Study Steering Committee

As a result of the above, the Visitors confidently recommend that Raffles International School be granted Candidate Status and proceed to the Self-Study stage of the accreditation process.

PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF RAFFLES INTERNATIONAL SCHOOL

The School's Strengths

The highly visible Guiding Statements, well understood and supported by the entire school community and entirely compatible with the school's chosen curricula.

The pride shown by the school towards modelling its core values and respecting its wide diversity.

The overall commitment towards creating a school-wide culture of internationalism and global citizenship.

The Governing Body and Advisory Board's high support levels for the school's Mission and ongoing school improvement measures.

The extensive leadership team that has been put in place to which the Principal has effectively delegated responsibilities and accountability for programmes and services across the school.

The school's collaborative and purposefully engaged faculty who share a common commitment towards ongoing school improvement.

The respectful and caring interactions between faculty, staff and students across all Phases of the school.

The strong home-school links that have been fostered where parents are valued as partners in the learning process and actively contribute towards the life of the school.

The school's engagement with and support of innovative pilot programmes and practices such as its unique 'Circle of Culture' programme.

The excellent student work, art in particular, on display in central areas of the school and in corridors that serve to bring a warmth and unique feel to the school's environment and ethos.

The impressive Nursery Unit and KG department whose contribution to the overall reputation of the school is highly valued.

The school's dedicated and efficient housekeeping team who ensure the facilities are kept in a clean, safe and hygienic state throughout the day.

Key Areas Needing Attention

Related to Section A

School Guiding Statements

- Consider the development of a regular process of review and assessment of the school's Guiding Statements.
- Continue to develop the school's definition of internationalism to reflect the unique context of Raffles IS.

Related to Section B

Teaching and Learning

- Further develop the documentation of the school's curriculum across all sections of the school.

- Continue to assess and develop teaching, learning and assessment practises including the use of technology.
- Review the process in place to design, assess, modify and implement curriculum across all sections of the school.
- Maintain the focus on review and development of the Arabic Language programmes.
- Evaluate the school's provision of resources and facilities as the school grows in size and extends the secondary school.

Related to Section C

Governance and Leadership

- Review the structure and composition of the Advisory Council with a view to broader stakeholder representation.
- Evaluate the balance of responsibilities resting with the governing body and the school leadership team with a view to the successful implementation of the school's Guiding Statements.
- Consider the adoption of strategies to increase the transparency with which the governing body communicates its priorities and plans for the school to its parent community.

Related to Section D

Faculty and Support Staff

- Consider more active involvement of the Principal in the final steps of the faculty recruitment and renewal process.
- Review factors and procedures that determine each employee's remuneration package and consider developing, and more fully communicating a pay scale related to job descriptions, responsibilities and advancement.
- Explore opportunities for providing further in service training for faculty and staff on effective strategies for differentiation and supporting EAL in homeroom and subject classes.
- Consider further strategies for optimising the potential of more able students.
- Review and refine the appraisal procedure with the intention of simplifying and streamlining the process.

Related to Section E

Access to Teaching and Learning

- Monitor closely all aspects of the provision of SEN and EAL support in light of the school's growth and the extension of the secondary school programme.
- Evaluate the provision of counselling services as the school prepares to graduate its first cohort of secondary school students.

Related to Section F**School Culture and Partnerships for Learning**

- The Advisory Board explore additional avenues for establishing greater visibility and understanding of its role and responsibilities amongst the school community.
- Continue efforts to expand links with the diverse Dubai community, and beyond, in order to extend students' exposure to life beyond the boundaries of RIS and develop broader perspective.

Related to Section G**Operational Systems**

- Put in place the Lockdown and Crisis Management Policies and procedures. Communicate these fully to all staff and parents and carry out appropriate practices to ensure their effectiveness.

The Visitors' Overall Recommendation and Suggested Timeline

The Visitors therefore recommend that Raffles International School proceed immediately with Self-Study.

Suggested Timeline – Raffles International School	
Immediately	Set up all committees and begin the Self-Study. Put an early emphasis on Part One and Section A of Part Two.
12 th March 2017	Complete and distribute the Self-Study Report to CIS
Friday 21 st April 2017 – Thursday 27 th April 2017	Host the Team Visit.

Suggestions concerning the Future Visiting Team

Recommendations on the Composition of the Future Visiting Team to Raffles International School (Following discussions between the Visitors and the Head of School)	
Number of team visitors (including Team Secretary)	10 plus Team Secretary
Number of campuses to be covered	One
Number of students on roll at time of Visit	1840
Student age range	Nursery (from 18 months) to Grade 9/Yr 10 (age 15)
Curriculum	Montessori Cambridge Primary 1 and 2, and Secondary 1

	Cambridge IGCSE
National curriculum cover required?	Arabic and Islamic Studies
Languages to be covered by bilingual team members	English and Arabic
Special emphases (if any)	Montessori, Cambridge Programmes including IGCSE EAL, Arabic and Islamic Studies Governance and Leadership
Any country/city vetoed?	
Nationalities that would have difficulty obtaining visas to enter host country	Israel

Closing Remarks

The Visitors would like to thank everyone at Raffles International School for the warm hospitality received and the thorough organisation and co-operation that was apparent both before and during the Visit. The school's commitment to excellence and to continuous improvement is commendable. We wish you every success with the Self-Study and subsequent Team Visit.

Respectfully submitted to CIS, 13th October, 2015

SSEO
Christine Bayliss
CIS

SSEO
Alan Scott
CIS