



**BSME**  
**Accreditation visit report**  
**on**  
**Rashid School for Boys**  
**Dubai**

11<sup>th</sup> to 13<sup>th</sup> December 2011

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## 1. Context

### 1.1 What are the key contextual factors?

Rashid School for Boys was established in 1986 by a decree from His Highness Sheikh Rashid Bin Saeed Al Maktoum, the ruler of Dubai. The school was initially founded as a secondary school; in 2002, a primary section was opened on an adjacent site.

The school's administrative authority is the Knowledge and Human Development Authority, Dubai (KHDA) which has overall authority and manages the school budget.

Rashid School provides education from the Foundation Stage to Year 13. The school is safe and secure, and is a purpose built building with an outstanding range of learning environments. The quality of building and grounds are excellent.

Currently, there are 585 boys in the primary and secondary sections. The school is generously staffed with more than 85 teachers and 80 support staff. Nearly all the boys spend 13 or 14 years at the school: often, families are well known to staff.

The school aims to provide a curriculum that is based on the best practice from UAE Ministry, US-High School Diploma and English National Curriculum. The school's curriculum aims to have a strong focus on academic achievements as well as personal and social skills. The school places a particular emphasis on the teaching of Arabic and Islamic Studies.

The main challenges perceived by the school are the impact of culture issues in such matters as developing independence, personal responsibility and intra/interpersonal skills.

The high percentage of students speaking English as a second language (ESL) and the need to develop suitable levels of fluency as early as possible requires a high level of individual teacher support.

## 1.2 British nature of the school

Rashid School for Boys has a predominantly Emirati student and parent body. The school aims to provide the best aspects of a British education in a suitable cultural context. In common with the practice of many schools in the United Kingdom, there is a strong international dimension to the education it provides.

In the Foundation Stage, the curriculum is based on the English Early Years Programme and a modified English National Curriculum (NC) is followed in all core subjects, throughout the school. Students all have lessons in sound technology (Primary) and media technology (Secondary). The Secondary Section has very well resourced art and design technology (DT) departments. All students enter GCSEs at the end of Year 11. Some of the most academic students then move to UK universities, after completing A-level courses.

Students sit a range of UK-based tests and examinations including PIPs, SATs, MidYIS, YELLIS, GCSE, AS and A level and IGCSE. Success in GCSE and AS-level examinations, alongside ministerial requirements, leads to the RSB High School Diploma. This enables students to access higher education both locally and abroad. Through the use of UK examinations, comparisons are made with British expectations and school results, as a means of monitoring standards.

The curriculum is enriched by a wide range of additional activities such as swimming, football clubs and 'challenge' activities. A house system and student council provide further enrichment opportunities. Field trips to support learning are undertaken each year, and include a GCSE Geography-based trip to Devon and an Outward Bound Year 9 trip to the Lake District in the UK.

Achievements of students are recognised and celebrated through a house system that engenders a spirit of commitment, responsibility and respect amongst the students. A variety of house competitions and activities allows all students to participate as part of a team, leading to celebration of success.

Membership of the British Schools in the Middle East (BSME) supports the school in keeping up with educational developments within the United Kingdom. The school is an active member of the association; it participates in the range of developmental, cultural and sporting activities.

## 2. Quality of learning

### 2.1 How effective are learning and teaching?

The quality of learning across the primary school is good with a significant number of very good lessons. As a result, nearly all the boys are well motivated, conscientious and usually work with enthusiasm. Classrooms are well organised to promote effective learning with resources labelled and easily accessible to encourage students to be self-reliant. The quality of planning is monitored effectively, ensuring consistency in approach. As a result, learning is focused and teaching is appropriate to the boys' needs.

From the Foundation Stage to Year 6, the boy's learning is supported by a range of effective teaching approaches. Boys are encouraged to develop a level of independence that encourages them to become autonomous learners when appropriate. Visual timetables are used effectively to guide boys to the correct learning activity and to take responsibility to move on to the next activity at the appropriate time. This creates a calm and purposeful environment, and builds a strong learning ethos.

Across both Key Stage 1 and Key Stage 2 in nearly all lessons, teachers reviewed the boys' previous understanding and then moved on to introduce new topics effectively. Learning was supported by a range of teaching strategies that encouraged the efficient development of skills in speaking and listening. The regular and timetabled use of the phonics programme 'Read, Write, Inc' ensured all boys had a good grasp of the basic reading skills, and individual support could be effectively delivered. In the best lessons, there was a brisk pace to the range of stimulating activities: this supported high levels of concentration from the boys.

The successful use of talking partners encourages a high level of discussion using English, and enables the boys to practise speaking and listening skills. In the English-focused lessons that encouraged discussions and created opportunities for speaking and listening, very little 'non-English' was used.

At all levels of the school, specialist staff provide good learning opportunities for the boys. In Arabic lessons, students were encouraged to discuss and share their ideas. Good use was made of outdoor areas to support students' learning, not only for physical activities but also for 'mini-beast' hunts and for independent learning activities.

Teaching assistants and learning support staff are effectively deployed. They support the learning activities within the classrooms, and support individuals and groups with specific learning objectives. The effective, planned use of withdrawal groups also ensures the boys are given the maximum guidance and support, based on sound assessment of learning strategies employed by the teachers.

The quality of learning is similarly good in the secondary school. Some lessons seen were excellent; a few were unsatisfactory. There is a purposeful learning atmosphere in most lessons but in the best, students respond particularly well because the teaching was challenging, activities were interesting and effective questioning by teachers kept students engaged throughout. Most students are conscientious and enjoy learning and there are strong working relationships between staff and students.

In the most effective lessons, the questioning of the students was challenging and tested their understanding. There was ample opportunity provided for the students to engage in the activities and to see their own learning progress. The relationship between the students and their teachers was respectful but relaxed. The most successful teachers identified students who initially seemed disinterested, creating opportunities for them to become more involved in the lesson. This supported their learning well. Low level disruption was not a feature of these lessons, as it was with less successful teaching.

In the most successful lessons, across the school, expected outcomes were clear and the use of resources was well planned. The quality of relationship between the students and the teacher enabled targets to be met. Activities were varied and there were opportunities for group/pair work. Students were involved in developing their own learning and the skills of enquiry were encouraged, for example carrying out an experiment in science, or being able to explain the reasons behind the choice of location in history. In a few lessons, the learning was interrupted by low level disruption which impacted negatively on the pace: achievement was low for these boys.

In some English-based lessons, Arabic was the predominant language of communication amongst the students. When this was not tackled by the teacher, students failed to use the opportunity to develop their English speaking and listening skills, and English words were not visually written down or reinforced to support learning.

Most students are conscientious and enjoy learning, and there are strong working relationships between staff and students. Staff know their students well and the organisation of year groups into ability groups for English, mathematics and science helps teachers ensure that the work is matched well to the different capabilities of students. This was particularly effective in the higher sets in English, where the students were challenged successfully to produce extended written work of a high standard. Their good planning for this work, underpinned by effective guidance from the teacher, engaged interest and showed they wanted to produce work to the best of their capabilities. This was evidenced further by their contribution to the teacher-led discussion on the themes involved. Much of the other learning seen in English lessons was practice for speaking, listening and writing tests. In these sessions, students were at least keeping abreast of the techniques required for successful outcomes.

In mathematics lessons, the work planned matched the learning needs of students well, and offered appropriate challenge. There was effective consolidation of previous learning, sometimes involving students in a lively starter activity, and effective progress in new learning. In a lower set lesson, excellent attitudes and behaviour, along with strong teacher-student working relationships, underpinned the steady progress being made in understanding the links between numbers in equivalent fractions. Although some students struggled initially, their perseverance paid dividends by the end of the lesson because all had improved their competencies and understanding. This was also the case in another lower set group where students were ordering decimal numbers and explaining their rationale for doing so. Learning in this instance was enlivened by students' use of the interactive whiteboard (IWB) to 'drag' numbers across the screen into the correct order. In another higher set lesson, learning and progress were less effective because the work was insufficiently challenging and resources were ineffectively planned and used. Consequently, students found the task too easy and expressed confusion as to the relevance of the resources provided. Many drifted off task and started to chat in Arabic which meant the teacher had to spend too much time managing the students' behaviour. Progress in learning suffered as a result.

In other lessons seen, challenge and expectations varied. In DT lessons, including post-16 electives, students used information and communication technology (ICT) effectively. For example, they designed medals, which would eventually be 'struck' in pewter, and produced evaluation portfolios of completed work in photography and 21<sup>st</sup> Century furniture making. In an elective Spanish conversation lesson, students clearly relished the opportunity to learn a new language. This, together with the teacher's lively and enthusiastic approach, resulted in both good consolidation of previously learned vocabulary, as well as learning of new words. In physical education (PE) lessons, students' involvement in learning was more variable. Swimming lessons were well conducted and alongside the setting of appropriate challenges, health and safety were given a high priority.

In almost all lessons, students' attitudes and behaviour were excellent and where there was a student off task, teachers managed these situations effectively. Learning was therefore not unduly disrupted. The use of ICT to enliven learning is limited. IWBs, for example, are used to display data, including from text books, or used as traditional whiteboards. In other satisfactory lessons, learning is not always as effective as it could be, because the learning intentions are not always made explicit at the start of the lesson by the teacher. As a result, students are not always fully aware of what is expected of them by the end of the lesson. In addition, at the end of lessons, there is insufficient detail paid to recapping what learning has taken place and how effectively students have learned in relation to the desired outcomes.

Students' work shows a pride in the presentation of their work. Some, however, fail to complete all the required activities despite teachers' comments that they should. Some work is simply marked by the students themselves, and there is often a lack of substantive comment from the teacher to tell the students what they must do to improve the quality of their work or how to move on to the next grade level.

## 2.2 How well are pupils cared for, guided and supported?

The students' attitudes and behaviour are good throughout the school. Those interviewed indicated that they are proud to be part of the school.

Teachers and senior managers set high expectations for behaviour. The boys are polite and cooperate well with one other. They respect adults and respond favourably and positively when disciplined. There is a calm and orderly atmosphere throughout the school. Students are keen to share their work. They are self-assured and confident when speaking with adults about the school, their work and their ideas. The oldest students reflected positively on their time at the school, valuing the wide range of life skills they have developed as well as their academic achievements.

When given the opportunity to do so, students help each other and work well together. This was particularly evident in science lessons where students co-operated in groups when conducting experiments. However, opportunities for this level of co-operation were not evident in many lessons. In the most successful, the use of talking partners encouraged students to discuss and share ideas, and to respond positively towards one another.

The curriculum provides effective opportunities for students to develop appropriate personal skills and encourages them to have positive self-esteem and self-reliance. There is considerable evidence of rewards and praise for good behaviour, work and effort around the school. Students value the recognition they are given and have a clear idea of school expectations.

Students interact well together at break times, playing appropriately or sitting in the shaded areas to talk. Good levels of teacher supervision are evident, but there is little need for intervention. Senior students enjoy chatting sensibly with their friends during break or engage in physical activities. Lunch time in the canteen is a pleasant and social time when students respond in a highly positive manner to each other.

When asked about their thoughts on the school, students suggested that "...it is like a family, a second home...". Senior and primary students indicated that they feel safe and happy at school. The students feel confident and comfortable in seeking advice from their teachers when it becomes necessary.

Attendance is suitably recorded and analysed. Stringent procedures for monitoring attendance and punctuality are in place. The average attendance for students is over 95%. Parents are contacted when absences occur. Attendance data is published in end of year reports.



## 2.3 How well does the curriculum meet pupils' needs?

The curriculum meets the needs of the students well. It enables teaching and learning opportunities to be maximised through careful planning, allowing boys to make good progress.

The school recognises that there are curriculum timetabling constraints regarding the teaching of Islamic Studies and Arabic, and manages these well. Curriculum organisation and implementation are strengths of the school.

In the Early Years, children work towards the Early Learning Goals as set out in the UK Early Years Foundation Stage curriculum. Years 1 to 6 follow the Literacy and Numeracy frameworks, alongside a clearly defined phonics programme based on UK curriculum expectations.

Curriculum documentation is well planned, clear and concise. It includes long- and medium-term planning. Documentation is consistent in style and presentation. Content continuity and the progression of skills within subjects and classes are evident, including between phases of the school. Thinking skills feature prominently in the planning, and teachers focus on developing independence in learning and self-reliance. The systems for the identification of particular students' needs are clear and effective.

The curriculum is enriched through celebrations (local and international), sporting competitions and a wide range of cultural opportunities. There is an excellent breadth of activities within the school itself, as well as educational trips and visits locally, nationally and internationally. Friendly and competitive sporting fixtures feature prominently.

A broad range of 'elective' opportunities in Year 12 support students' progress towards achieving the school's Higher School Diploma (recognised by the Ministry of Education) when they leave at the end of Year 12. These activities, alongside personal, social and health education lessons, improve students' spiritual, moral, social and cultural development and prepare them effectively for life beyond the school.

## 2.4 How well does the school work in partnership with parents, other schools and the community?

Rashid School for Boys is aware that when parents are actively involved in their children's education, then achievement and behaviour are improved. To this end, they promote positive partnerships with parents, sharing ideas about the vital role they play in their children's development.

The school organises several initiatives to involve parents in the life of the school, as well as opportunities for professional dialogue meetings with teachers. Parents are made aware of the schools' expectations and the standards needed. Any questions are also addressed in these sessions, and help to forge a trusting relationship between parent and teacher.

Detailed parent questionnaires highlight the high levels of mutual support and confidence between the school and home. Data from the survey is carefully analysed to highlight areas for development. The most recent questionnaires demonstrated that over 90% of parents who provided a response felt the school was highly effective and supported their sons well.

Parents' views and contributions are also sought through home-school activities such as the data display on 'Eating together as a Family' and the awarding of merit certificates that recognise the contribution parents make in supporting their sons. The parents are encouraged to use the school website as a source of information where they can find for example, links to a wide range of school activities. As well as regular letters, parents are texted and emailed important information.

Parent/teacher consultations are held regularly throughout the year and formal reporting systems are effectively in place. During consultation meetings, the teachers discuss with parents the achievements of their sons, and targets to take home and work on with their child.

## 2.5 How well does the school prepare pupils for future learning?

Students are well prepared for future learning at each transition point. The use of tracking systems in the primary age range has recently been extended and now provides a valuable source of information on individual and cohort progress.

The school plans a limited range of transition activities from Key Stage 1 to Key Stage 2: continuity is provided effectively in terms of similar expectations and teaching and learning methodologies. Staff ensure that each boy is supported and guided effectively, through professional dialogue.

Older students take an active interest in school life through participation in sporting and cultural activities, including educational visits to other countries, which broaden their cultural and social horizons, as well as taking responsibility as members of the school council.

Students interviewed said the school was a safe place to be, and that if there were issues between students, these would be resolved by staff. All felt that should the need arise, there was an adult they could talk through problems or concerns. All appreciated the school's focus on ensuring they developed active and healthy lifestyles; most appreciated the broad range of formal as well as recreational and competitive sporting activities on offer. In addition, students appreciated the school's colour-coded progress sheets, which are used to track both academic and personal progress throughout each year.

Attendance and punctuality are not issues. Should the need arise, the school has robust procedures for following up absence and lateness. In addition, the school will use fixed-term suspensions to ensure students realise the importance of particular rules and expected obligations to the life of the school community. This ensures students appreciate the values of the community, and the importance of being active and caring members of the school.

### 3. Standards achieved by pupils

#### 3.1 How high are standards achieved in the areas of learning, subjects and courses of the curriculum?

In-school assessments of boys in Early Years in mathematics, reading and writing, indicate standards of attainment are below UK levels: for all students, English is a second language. Arabic is the home language for all, and exposure to English is often limited to their school experience.

The school is developing effective data tracking systems to support the boys developing reading skills, as early as possible. The introduction of a consistent phonics approach, guided through the use of 'Read, Write Inc' is in response to the school's aims of developing higher standards in reading.

The students' developing competence in speaking and listening of English is good: they use it effectively in various subjects. The quality of their spoken English is also good as highlighted during student interviews. The boys were able to use it particularly effectively in asking and responding to questions.

Data indicates good progress in language/reading across the primary age range. By the end of Key Stage 2, all boys have achieved a level 3 and nearly a third have achieved in-line with UK standards. In mathematics, over 72% of the boys achieve at the UK expected levels of 4 or even higher.

Student attainment is broadly in line with ability and they make good progress. The use of English has a significant dampening effect on science levels achieved and the school has made this a focus of their development planning.

Precise individual learning targets are set in some years in writing, reading and mathematics. These are valued by students as they give a clear indication of strengths and weaknesses.

A strength of the school is the quality of group and individual student support that is provided. It is based on clearly identified needs and the impact is monitored, to try and ensure each student achieves well.

Standards are sound overall at the end of Key Stage 3 with results broadly in line with those for boys in England and Wales in English, mathematics and science. However, those achieving higher than expected levels for their age is below that of boys in England and Wales.

Although on an upward trend over the past three years, the proportion of students achieving 5 A\* to C grade passes at GCSE, including English and mathematics, is below that in England and Wales. However, progress is good in relation to students starting points and Cognitive Ability Test

scores at the end of Key Stage 2. Progress in English, science and mathematics is particularly good and improves further in Years 10 and 11.

Students' speaking and listening skills are stronger than writing in English. Notwithstanding this, the quality of their writing shows a marked improvement in Years 10 and 11: in Year 12, a few students are now following the English Language AS level course.

Students in Year 12 follow the school's High School Diploma programme, with approximately two thirds studying at Diploma level and one third studying AS-levels for the Advanced HSD. There is a consistent track record of success in this programme with high levels of graduation. Numbers staying for Year 13 and completing full Advanced level courses have been small over the years. However, for those who do follow the programme, successful outcomes have enabled them to study at universities in the United Kingdom.

Across the school, standards achieved in Arabic are high: the school ensures boys have a high level of competency in their first language.

### 3.2 How well are pupils' attitudes, values and other personal qualities developed?

Students' learning, attitudes and behaviour are strengths across the school.

As they grow older, the boys acquire self-respect and self-discipline, together with a sense of responsibility for themselves and others. In Year 12, for instance, students take seriously the opportunity to help and support, on a regular basis, their peers in a local special school.

Students who met formally with members of the accreditation team were highly supportive of the ethos of the school and reflective in their responses. They explained how very much they value the education and broader opportunities provided.

When provided with suitable opportunities in lessons, students are keen to respond to questions and provide their views. In many lessons, boys were eager to offer their opinions as to the themes and questions being explored by the teacher. Students and staff work well together, and their positive working relationships underpin the good quality learning atmosphere in lessons and, ultimately, the good progress they make in relation to the expected learning outcomes.

In some lessons, particularly where teachers' expectations were not consistently high or where the work was not sufficiently challenging for the higher attaining students, there was a tendency to drift off task and talk to one another in Arabic. This affected the pace of the lesson and students did not therefore make the progress of which they were capable. However, in almost all lessons, students were calm, and learning was purposeful.

Year 12 students were particularly proud of the outcomes of their work produced in the extensive range of elective options provided as part of the school's High School Diploma programme of study. Those in the photography group, for example, explained in detail, the themes and evaluative outcomes of their individual projects, as well as their academic aspirations for the future.

## 4. Leadership and management of the school

### 4.1 How well is the school led and managed?

Leadership and management of the school are strong. They support the core aim of the school effectively, and help students to have high aspirations and standards, and to take pride in their work and achievements.

The headteacher is very effective: he provides purposeful and thoughtful leadership. He is responsible to the Executive Director of both Rashid School for Boys and Latifa Girls School. Although the financial management of the school is with the KHDA, the school is owned by the Ruling Family.

On a day-to-day basis, the school is led well by the senior leadership team, which works across all the phases, with the head teacher and deputy head teacher taking the lead. There is an organised and effective middle leadership and management structure across the school for both academic and pastoral responsibilities, with clearly defined roles and accountabilities. These are understood by all.

Staff contribute fully to the school's self-evaluation processes and procedures, which in turn underpins the school's strategic planning. Regular and recorded meetings across all the leadership and management teams are effective in moving the school forward and indicative of a whole school ambition and drive for improvement.

The school's self-evaluation is detailed and reflective. It has a focus on continuing improvement through the accurate identification of current strengths and areas for development. Notwithstanding this, there are inconsistencies in the strengths identified and the relationship of these to students' academic outcomes and the progress students make in relation to their starting points. Analysis and use of the data currently available on students' progress, particularly that related to the end of Key Stage 2 and beyond, is embedded well and being used to develop future strategies. This was evident in the school's actions with regard to perceived weakness in the progress of students in science in Key Stage 2.

Regular professional development opportunities are available for staff, as long as the courses are supportive of the school and its aims. Monitoring and evaluation of teaching through lesson observations is undertaken regularly. However, these do not always provide clarity in terms of identifying the effectiveness of learning and what the quality of progress was in relation to the expected learning outcomes.

The school highlights the on-going commitment of the Ruler's Office to supporting the development of the school. However, the economic situation in Dubai is having an impact on the level of funding provided for the school.

## 5. Quality of provision

### 5.1 How good are the accommodation, the staffing levels and the resources?

The school is a stimulating learning environment with good displays of students' work in classrooms and public areas. The best are a good balance between teaching resources and students' work.

The grounds are spacious and well maintained. In addition to outstanding garden areas, the school has an extensive range of sports facilities, outside play areas and safe learning environments. The site maintenance manager oversees the budget and the 14 full time maintenance staff, all with various areas of specialty. The school is a safe and clean working environment. The front area is particularly well maintained. The swimming pool areas are kept locked, unless in use by the students under the supervision of the PE teacher.

The hygiene standards are monitored daily, with sanitary goods being checked and refilled regularly. There are always plenty of tissues available for the students and the school has an excellent medical support in both school sites.

All class rooms have a fire exit which lead outside. Fire procedures are practiced twice a year but unannounced fire drills also occur. The main fire box is in the admin buildings and the zone of the fire can be identified here. Civil defences are called, but will only come in an emergency as defined by the school. The evacuation procedure is the same procedure for all emergencies.

There is a clear procedure of signing out and using the log books situated in each of the administration buildings: this ensures the safe exiting of school during the day by students, when needed. Time of exit and reason are recorded and staff must sign this. To ensure the safety of the students, they are not allowed to exit the school gate without producing a white slip to the security on the gate.

At the beginning and end of the day, boys are brought onto the school site in vehicles, mainly large 4x4s: the school has taken clear action to address concerns about the best way to educate drivers, maids, students and parents about car safety. In 2011 for example, the school ran a major road safety campaign 'Buckle Up Dubai', with great success in the Primary Section and some more limited success in Secondary.



## 6. Overall effectiveness of the school

### 6.1 How successful is the school?

Rashid School for Boys is a reflective and self-evaluative school. It actively seeks ways to improve whilst celebrating its successes. There are consistent and coherent policies and procedures which provide guidance and establish clear expectations. It provides a good standard of education.

The school development plan is thoughtful and progressive. It demonstrates a clear whole school policy to improve continually. Developments are planned appropriately and build upon existing established ideas; initiatives are never planned in isolation.

Planning documents are in place, monitored and are annotated by teachers to encourage individual talent, with differentiation and personalisation of learning in class. Assessment results demonstrate good attainment of students. Data is used to inform and influence future strategic planning.

Provision of support teachers is based on a clear understanding of students' individual learning needs.

Within the primary school, teachers particularly value and support the impact of students' developing effective speaking and listening skills. The recent introduction of an agreed phonics scheme ensures a consistent approach to the teaching of reading skills.

The school's management structure in terms of class and specialist teachers, heads of department and leaders, promotes a strong and supportive environment. The boys have a clear understanding of whom they can turn to if they have a difficulty.

Lines of communication are clearly presented to parents in school literature and in the range of parent-teacher meetings throughout the year.

Relationships between teachers and students are positive: they help to create a calm, supportive learning environment.

The broad curriculum and variety of planned learning outcomes ensures boys have a positive and rewarding educational experience.

## 6.2 What the school does well

Rashid School for Boys has strengths in many important areas.

- The quality of learning and teaching is good: as a result the boys are well motivated, conscientious and usually work with enthusiasm.
- Teachers and teaching assistants plan in close partnership, creating a happy and secure learning environment.
- Staff have a clear understanding of the boys' needs and effective tracking systems are being implemented to ensure progress is monitored effectively.
- The broad curriculum is a strength, and the wide range of electives at post-16 enable students to gain internationally recognised qualifications.
- Adult-student relationships are another strength, particularly when teachers fully engage students in the learning: attitudes and behaviour are often a credit to them.
- The ethos of the school provides a collaborative learning environment that promotes highly positive relationships.
- Leadership and management across the school are good. Delegated responsibilities are acted upon, and staff feel supported.
- The accommodation is excellent: the range of classrooms, learning facilities, practical workshops and sports facilities enhance learning well.
- Parent-teacher relationships are good: staff have a clear understanding of the needs and desires of the parents.
- Support and specialist staff are used effectively across the school to enhance learning opportunities.

### 6.3 What should the school do to improve further?

Among the school's many strengths, the following are matters for consideration:

- Develop greater use of interactive technology to enliven students' learning.
- Sharpen the effectiveness of the monitoring of teaching, to ensure it has an effective impact across the school.
- Ensure a whole school, consistent approach to support the students' acquisition of the English language, embedding the best practice across all subjects.
- In lessons in Key Stages 3 and 4, ensure the recapping on learning is a key feature of each lesson, to improve learning further.

### 6.4 Does the school meet the standards for being an accredited BSME school?

The Accreditation Team is recommending to the BSME Executive Committee that the school **does** meet the accreditation requirements.

#### **Evidence sources/s**

During the accreditation visit, 36 full or part lessons were observed, school documentation and policies were analysed. The boys' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, and groups of students. Two whole school days were monitored.