



المعرفة
Knowledge



BRIGHTON COLLEGE DUBAI L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























OUTSTANDING

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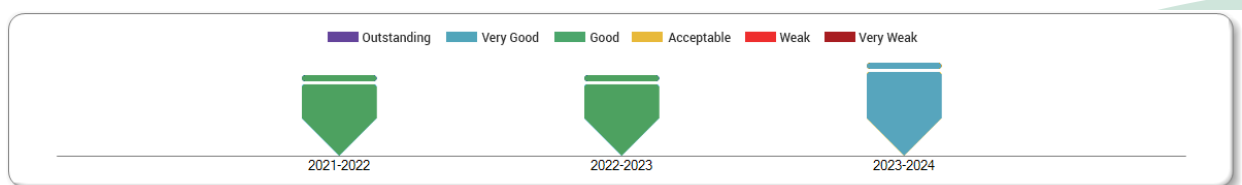
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha 2
	 Opening year of school	2018
	 Website	www.brightoncollegedubai.ae
	 Telephone	97143871111
	 Principal	Simon Crane
	 Principal - date appointed	1/10/2019
	 Language of instruction	English, Arabic
	 Inspection dates	26 to 29 February 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1027
	 Number of Emirati students	34
	 Number of students of determination	99
	 Largest nationality group of students	UK
 <p>TEACHERS</p>	 Number of teachers	85
	 Largest nationality group of teachers	British
	 Number of teaching assistants	31
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GL, IGCSE, GCSE, AS, A, ABT, ISBT
	 Accreditation	BSO, COBIS, BSME

School Journey for BRIGHTON COLLEGE DUBAI L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

Students Outcomes

- There are improvements to students' attainment in Islamic Education in Primary, in Arabic, as a first language in Primary, Secondary and Post 16, and, in Arabic, as an additional language in Secondary. Attainment has also improved in mathematics in Post-16 and in science in Primary and Secondary. Progress is improved in mathematics in Secondary. It is sustained at very high levels in the other phases of the school in English, mathematics and science.
- Students' learning skills are much improved in Secondary and Post-16, particularly in terms of their independence. Across the school students are very respectful, kind and bring unbounded curiosity to their learning. They continue to appreciate the Islamic values of the UAE and have a strong knowledge of Emirati culture. This is particularly strong in Post-16. Students exercise responsibility and leadership skills in their school.

Provision For learners

- Teaching in the Foundation Stage (FS) and Primary continues to be of a high quality. It has improved to the same level in Secondary and Post-16. Improvements to assessment and the tracking of students' performance are providing teachers with student's individual starting points. This enables teachers to plan and deliver lessons that match student's individual needs. This personalisation of learning is leading to rapid progress for most groups of students.
- The curriculum is very well designed and continues to provide a broad and balanced range of opportunities for all students. Students have smooth pathways to follow from one phase to the next. This is due to the cross-phase planning that is a new focus of leadership. Assessment data are very effectively analysed in order to identify gaps in learning and plan interventions.
- Safety is at the heart of the school. It enables high quality learning to take place, without distraction. Strong systems underpin the provision, and all members of staff, students and parents are aware of these. Relationships between students and staff are respectful and extremely positive. Students, of all abilities are admitted and given the provision that best meets their needs. Students are provided with very effective careers guidance.

Leadership and management

- Leaders are highly capable. They are well-guided by the Brighton College principles. Leaders know the school well and have successfully improved students' performance. Parents are enabled to be partners in their children's learning and contribute to the school's direction. The school is very well supported by governance. Staff recruitment and training is very effective. High quality premises, facilities and resources contribute to the school's continuing improvement journey.

Highlights of the school:

- Very effective leadership, leading to very good understanding of the school's performance, and effective and continued improvements
- Students' outstanding social responsibility and leadership, supported by excellent attitudes, strong values and very positive behaviour
- The high-quality teaching, accurate assessment, well-designed and adapted curriculum, that support very high achievement in most curriculum areas
- The establishment of a very safe and supportive environment, in which the partnerships between parents, students and staff are valued
- Governors' provision of high-quality staff, excellent facilities and resources, that support very effective learning

Key recommendations:

- Raise achievement in Islamic Education and Arabic to at least match that in other subjects.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
	Attainment	Very good	Very good	Very good	Very good ↑
	Progress	Very good	Very good	Very good ↑	Very good ↑
	Attainment	Very good	Very good ↑	Very good ↑	Very good
	Progress	Very good	Very good	Very good	Very good
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Very good	Very good	Very good ↑	Very good ↑

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Very good	Very good ↑	Very good ↑
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Very good ↑

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding ↑	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding ↑
Governance	Very good ↑
Management, staffing, facilities and resources	Outstanding

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- In the 2021 Progress in International Reading Literacy Study (PIRLS) test, the school's score of 611 was in the high international band and exceeded the school's targets by 64 points. No Emirati students took part in the test. The 2023 National Agenda Parameter (NAP) tests show that over a two-year period, student's performance in English, mathematics and science improved from very good to outstanding. On the average of the three subjects, the performance of Emirati students was maintained at good.

C. Leadership: International and Emirati Achievement	Outstanding
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- Most leaders have a well-developed understanding of the results of reading assessments and international benchmark tests. Appropriate action plans target relevant aspects, including reading proficiency, NAP tests and the attainment of Emirati students. There are clear signs of positive impact. Almost all leaders maintain a clear focus on personalising learning, especially for Emirati students. They monitor the impact of initiatives rigorously.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

- The school administers the New Group Reading Tests (NGRT) three times each year and monitors the results very carefully. Reading proficiency is good in Primary and very good in Secondary. For Emirati students, the results are acceptable in Primary and good at Secondary. The data, from term one in 2022 to the current period, show a general trend of improvement for all students and for Emiratis. The school implements an impressively wide range of projects and interventions to improve reading skills for individuals and groups.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Improve the reading proficiency of Emirati students and performance in the NAP tests to bring results into line with those of their fellow students.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level.

- Wellbeing is a high priority and is fully integrated into the ethos and culture of the school. A new external assessment procedure to collect data and identify wellbeing needs, is supporting effective interventions. The well-qualified wellbeing team ensure high quality continuous professional development (CPD) for staff. The school's wellbeing practices are of a very high quality and are beginning to embed across the whole community. Governors and leaders are now focused on enabling more student-led initiatives.
- The school community works effectively to implement the wellbeing vision. A parent, staff and student wellbeing committee informs practice and leads to meaningful initiatives. A well-developed system allows students to record and share their feelings, but this routine is not yet fully established. Some students access additional support from the counsellor, who offers skilled guidance. Parents are positively engaged and regularly contribute to improvements. Staff consistently report feeling valued, heard and supported.
- There is a large variety of wellbeing initiatives, that are successfully interwoven through the co-curricular and extra-curricular activities. Wellbeing leaders collect data and students' suggestions to shape improvements. Most students demonstrate an awareness of their own wellbeing. A targeted mentoring programme is in place in Secondary to provide additional support for examination year students. Classroom cultures are highly positive in promoting a sense of belonging among most students.

For Development:

- Enable students to lead, monitor and review wellbeing initiatives.

UAE social studies and Moral Education

- UAE social studies and moral education are integral elements of the curriculum. Students in Years 1 to 13 have one moral, social and cultural studies (MSCS) lesson of 40 minutes each week with a further 20 minutes taught through humanities subjects. The curriculum is firmly based on the Ministry of Education (MoE) guidance and is complemented by other resources.
- Teaching is of a high quality. Two enthusiastic subject leaders monitor provision across phases to ensure consistency. Students enjoy MSCS lessons where they engage in exciting debates, for example, about the nature of honesty and dishonesty. Students are assessed regularly using formal tests, as well as projects. The school has recently appointed UAE student ambassadors to enhance students' appreciation of Emirati culture.

Arabic in Early Years

- Children learn Arabic for 20 minutes a week in FS1, 60 minutes in FS2 and 180 minutes in Year 1. In these periods, they learn letter sounds and letter recognition. They write simple phrases, linking words and colouring letters. All the common English nursery rhymes are learned in Arabic.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Students' achievement in primary lessons is better than that seen in Secondary and Post-16, particularly with regard to the memorisation and recitation skills of the Holy Qur'an. Internal data show higher results in the upper phases, whereas external data remain low across the school. There are no significant differences in the achievement of boys and girls.
- Islamic values are strong across all phases. Students' knowledge of the Holy Qur'an and Noble Hadith is secure. They understand their meaning and can extract evidence from them. Students demonstrate knowledge of key Islamic concepts such as, justice, accountability, Shura and the Pillars of Islam, and Faith. However, knowledge of Sirah is underdeveloped.
- Students' memorization and recitation skills have improved this year due to recitation practice at the beginning of each lesson and after school. These skills are less developed in the upper phases.

For Development:

- Enhance students' memorisation and recitation skills, particularly in the upper phases, by providing more opportunities for them to practice recitation following the Tajweed rules.
- Improve students' understanding of Sirah by making more references to the life of the Prophet (PBUH)

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Although students' attainment is in line with expectations across all phases, it is a slightly stronger in Secondary and Post-16, where students are more confident in using standard Arabic in their conversations. Students' understanding of spoken and written Arabic in Primary is improving.
- Students' knowledge of grammar and sentence structures, although improved, still varies across the phases. Their writing skills are developing to include the consistent use of appropriate vocabulary and structures to convey the intended messages. Speaking and oral communication skills are improving.
- The identification and provision for students, based on their abilities and needs, are supporting their progress. The recently added reading and writing projects, such as, Kam Kalema and I Read Arabic, are yet to have an impact on students' achievement.

For Development:

- Provide students with a greater level of challenge in oral communication and urge them to initiate dialogue and discussions using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- The majority of primary students make appropriate progress in listening, speaking, use of grammar and reading comprehension. Most secondary and post-16 students comprehend information contained in short texts on familiar issues.
- Primary students understand high frequency words and phrases and can create short sentences. The reading and comprehension abilities of secondary and post-16 students vary. In all phases, structured writing has improved, but students have few independent opportunities to develop this skill. The use of free dialogue is improving, especially during the better lessons.

- The department's approach to ability grouping enables targeted interventions. Reading programmes linked to students' interests have been introduced, to engage students more in reading and extending their Arabic language skills. This initiative is at an early stage of development.

For Development:

- Further improve students' reading skills and provide more opportunities for independent writing.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Children thrive in the language-rich environment of FS. They learn to distinguish between different sounds from their earliest months at school. A rigorous phonics scheme in FS and Primary, builds on this foundation, leading to rapid progress in reading and writing.
- Reading is a whole school priority. Students enjoy a variety of high-quality literature, including poetry, which inspires them to read. It contributes to them developing high level English language skills.
- Since the previous inspection the school has prioritised opportunities for students to write creatively and at length, very successfully. Students are introduced to an increasingly complex planned vocabulary but are not often asked to demonstrate their understanding of this orally or in their writing.

For Development:

- Ensure that key vocabulary is clarified, understood and used by students, to further enrich their speaking and writing.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Very good	Very good ↑
Progress	Very good	Very good	Very good ↑	Very good ↑

- Students' progress at Secondary and Post-16 has improved, as has attainment at Post-16. These aspects are now uniformly of a high quality across the phases. A-Level and IGCSE results were very good in 2023. Attainment in Primary, in the NAP tests, was notably high.
- Children in FS are adept at fast recognition of the number of objects in small groups. Progress continues well in Primary in shape and calculations. By Year 6, students are proficient at calculating the area of compound shapes. A large majority of secondary and post-16 students excel in algebra, geometry, number and calculus.
- Secondary teachers group students in sets, organised by prior attainment. At times, students in the lower sets, are de-motivated by overly teacher-led learning, or work that is not related to everyday contexts.

For Development:

- Provide more opportunities for students to tackle problems in everyday contexts, particularly in lower-attaining sets in Secondary.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good ↑	Very good ↑	Very good
Progress	Very good	Very good	Very good	Very good

- Children's skills of observation and prediction develop rapidly in FS. Students continue to make rapid progress in the development of their knowledge of scientific ideas and their understanding of scientific enquiry through the rest of the school.
- Children in FS, know about plant growth. In Primary students understand about magnetism, electrical circuits and light. In Secondary and Post-16, students continue to expand their knowledge and understanding of biological, chemical and physical processes.
- Student's external test and examination results are consistently high. Working scientifically is a regular feature of students' learning in all four phases. Some investigative activities in primary lessons are not sufficiently scientific in nature.

For Development:

- Review the investigative activities in Primary to ensure that the 'working scientifically' objective aligns with the practical tasks in lessons.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good	Very good ↑	Very good ↑

- In FS, children work happily alongside one another and interact very well, especially in their self-selected activities. Throughout the school, students are very enthusiastic learners who always want to do their best.
- Students are adept at using learning technologies to access information. They work very diligently on their own or in pairs. They occasionally present their work to a larger group, but this is a less common feature of lessons.
- At their best, students are determined learners who think critically about questions or tasks and drive their own learning forward. They have a clear sense of their strengths and weaknesses and use their teachers as a valued resource to improve their own performance.

For Development:

- Provide further opportunities for individual students and groups to share their learning with the class.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' behaviour in lessons and at break times is excellent. In all phases, students enjoy learning and demonstrate very positive attitudes toward their school. They have strong leadership skills, demonstrating maturity and confidence. Incidents of bullying are very rare.
- Students have a strong awareness of healthy lifestyles. Most students exercise regularly, reflecting a proactive approach to self-care and the promotion of wellness. Relationships among students are strong. Students are respectful to one another and show genuine concern for each other's needs.
- Students' punctuality makes a significant contribution to the conducive learning environment. However, students are not always punctual to Islamic Education, particularly in Post-16. Attendance overall is very good. In Post-16 it was much lower, during the inspection week.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑

- Across all phases, students demonstrate a strong understanding of Islamic values and recognise their positive impact on the lives of people living in the UAE. They speak positively about the country's diversity, explaining how people of different nationalities and religions coexist in peace and harmony.
- Students take pride in their cultural heritages, confidently discussing various aspects such as, traditions and tourist attractions. Senior students demonstrate a broader understanding of global cultures, exploring histories, arts, and literature. For example, they discuss Chinese cuisine, the Pyramids of Egypt, and Shakespearean classics with knowledge and enthusiasm.
- Students' awareness of the UAE's heritage and culture has significantly improved this year through initiatives such as, 'UAE Ambassadors'. This programme has raised students' awareness of UAE culture. This is supported by many school activities, including National Day and International Day.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- An excellent sense of social responsibility is evident from FS onwards. An abundance of roles are undertaken by older students including as House Captains, Subject Ambassadors and Pupil

Councillors. Numerous student-led charity events, such as, Run for a Reason, reflect the highly developed social conscience of students across the school.

- An excellent work ethic is evident throughout all phases. In Prep children participate in ‘Tabletop’ sales and develop an early understanding of enterprise. Older students manage entrepreneurial and innovative projects, including the Sheikh Zayed Initiative, which involves making and selling bookmarks or pitching business ideas.
- Students of all ages have a very mature understanding of environmental issues. They play active and insightful roles in encouraging sustainability through the Eco Society. Highly successful recycling initiatives and participation in Model United Nations (MUN) events further raise awareness of environmental issues.

For Development:

- Improve students’ punctuality to Islamic Education lessons.
- Improve attendance in Post-16 so that it is consistently as high as in other phases.
- Improve students’ awareness of world cultures by offering more activities that allow them to compare their own culture with others.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Very good	Very good ↑	Very good ↑

- Students benefit from motivating teaching in all phases and in most subjects. In most lessons, teachers create a sense of urgency in learning, so students use time wisely. They inculcate in students a sense of pride in striving to do their best.
- Teachers adapt their lessons astutely, varying the speed and complexity of their inputs and using their very strong subject knowledge to match learning activities to students' needs. Support is swiftly provided to students in need of additional help. Effective use is made of the support available from learning support assistants (LSAs)
- In Secondary and Post-16, teaching has improved since the previous inspection. Teachers frame learning objectives skilfully so that students are clear about what they must achieve and what is expected to exceed the goals.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

- Assessment procedures have improved and are now of comparable quality across all phases. Teachers in FS record their observations of children's learning, and accurately measure their progress. In other phases, teachers use the results of internal and external assessments very effectively.
- Leaders scrutinise assessment data rigorously to monitor students' progress. In most subjects, they successfully implement a wide range of adaptations to work in lessons, based on accurate assessment information. Almost all teachers have a very well-developed knowledge of the personal and academic strengths and development needs of their students.
- Members of staff have implemented a range of initiatives to improve assessment and track students' progress, with success. Feedback to students is mostly constructive. Self-and-peer assessment are not fully developed in all subjects.

For Development:

- Consolidate consistently high-quality teaching across all subjects.
- Improve the use of student's self-and peer-assessment to further strengthen their knowledge of their strengths and areas for improvement.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum is aligned to the National Curriculum for England (NCfE) and the MoE. The implementation of these programmes supports the development of students' knowledge skills and understanding very well and in all phases.
- Older students can choose from a range of courses and options to meet their individual interests and aspirations. The structure of the post-16 curriculum is based on the range of subjects studied by students in the secondary phase.
- The curriculum is structured so that students are engaged in sequenced activities, which promote their learning and build on their previous knowledge and skills. The process of monitoring and reviewing the curriculum provision, to ensure continuity and progression in learning, is mostly effective, but less so in Arabic.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Very good ↑

- Since the last inspection significant use has been made of assessment information to identify gaps in students' learning. This has resulted in effective adaptations to the curriculum in most subjects. These have also raised students' attainment and been successful in closing most learning gaps.
- The post-16 curriculum has been broadened to meet the needs of a wider range of students. There are some activities in lessons which promote the development of students' creativity, enterprise and innovative skills. A wide variety of extra-curricular activities effectively promote students' personal, social, creative and physical development.
- Coherent learning experiences, embedded across the curriculum, are developing students understanding of the values, culture and history of the UAE. Most subjects, especially Islamic Education and social studies, together with a range of national festivals and cultural events, also contribute to this understanding.

For Development:

- Improve the process of curriculum review in Arabic to ensure continuity and progression in students' learning.
- Improve and develop the range of activities in lessons that promote creative, enterprise and innovation skills.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Safeguarding and child protection are given the highest priority in the school. The highly trained safeguarding team ensure that any concerns are dealt with expeditiously. Students are fully aware of adults who they can talk to in confidence, enabling them to feel very safe. Students are made aware of the dangers associated with the social media and cyber-bullying.
- Regular and thorough inspections of the accessible site together with rigorous risk assessments and the enforcement of security checks, ensure that the premises are safe and very well-maintained. Any issues are dealt with immediately. Arrivals and departures, by any form of transport, are competently supervised.
- The promotion of healthy, physical and mental lifestyles is evident across the school. Medical personnel provide excellent levels of care and promote awareness of healthy living, such as, food choices and hygiene. Several staff are now trained in mental health first aid.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding ↑	Very good	Very good	Very good

- Staff and student relationships are mutually respectful and purposeful, especially in FS. Rigorous positive behaviour management systems are fully embedded. The procedures to promote attendance and punctuality are successful in most phases.
- Robust assessments, with the support of external agencies, accurately identify students of determination and those with gifts and talents. This leads to the prompt development of individualised learning plans (IEPs) for students of determination. This level of planning for students with gifts and talents, is an emerging feature.
- Wellbeing is an important priority for the school. It is particularly evident in FS. Students feel supported in their academic and personal development. Effective career guidance and work experience opportunities ensure students are equipped with the skills to inform their career choices.

For Development:

- Fully embed planning and support for gifted and talented students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The governors, principal and school leaders display a strong commitment to an inclusive ethos. Detailed policies drive the vision and students with diverse learning needs are welcomed. The highly experienced and qualified inclusion team ensure very effective provision, across the school.
- Well-developed internal assessment provide a strong basis for detailed and focused IEPs. The IEPs are effectively implemented, ensuring consistently strong student outcomes. Personalised plans for students with gifts and talents is a developing feature.
- Parents appreciate the high-quality classroom provision and support for their children’s academic, personal and wellbeing progress. They contribute meaningfully to the overall development of the IEPs. They value the effective communication processes. There is, however, some inconsistency in references to progress in reports.
- Detailed IEPs and focused lesson planning inform curriculum adaptations and implementation, effectively. The modification of the curriculum to support students with gifts and talents is underdeveloped. Alternative pathways are firmly embedded to increase achievement opportunities. Skilled LSAs successfully support the implementation of student’s IEPs.
- Individual targets are systematically tracked, and data are used to inform further provision. Students make very good progress against their individual starting points and over time. Progress rates for students of determination are not as strong in Islamic Education and Arabic lessons.

For Development:

- Improve communication so that parents are more frequently informed about their children’s academic and personal progress.

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding ↑
Governance	Very good ↑
Management, staffing, facilities and resources	Outstanding

- The school's mission is firmly linked to the UAE's priorities. The senior leadership team is extended to include the leaders of Arabic, wellbeing and inclusion. Non-teaching time is increased to allow leaders to fulfil their well-defined roles and responsibilities. Discussions focus on the school's core purpose. Middle leaders demonstrate an accurate understanding of their roles and can explain their responsibilities clearly. There is a strong sense collegiality across the phases. Leaders are very successful in improving the school.
- The processes of school self-evaluation and improvement planning are very effective and involve all stakeholders and governors. Leaders gather an extensive range of information about the school's performance. Key priorities are identified and form the school development plan which is adapted for subjects and phases and systematically monitored. A rigorous lesson monitoring system contributes to the teachers' appraisal system and influences their ongoing training. The process is highly effective. The school is improving rapidly.
- Parents are very positive about the school. Opportunities for parental involvement have increased. There is a range of forums that allow parental views to be heard. Valuable information is collected from regular parental surveys. Communication is strengthened with immediate platforms, that share students' academic achievements. Regular, detailed reports and well-attended parent consultation meetings provide summaries of students' performances. Partnerships with the local, national and international communities are sustained at a high level.
- Governance, at a local level (LAB) now includes the full range of stakeholders. The chair of the LAB sits on the executive board, which is responsible for supporting the school's improvement journey and holding leadership to account. It is well informed by leadership reports, which are full and complement the weekly contact and regular visits. The executive board provides resources, often ahead of need, to accelerate the school's improvement journey.
- The management of the school continues to be extremely effective. Support staff are well-trained and contribute to students' academic and personal development. Well-qualified staff are appointed. There is a strong emphasis on staff retention. This has been very successful in retaining high-calibre leaders. The school's appraisal system leads to targeted CPD, making good

use of the Brighton College family of schools. The premises are bright, attractive and conducive to high-quality learning. Resources are of high quality and plentiful.

For Development:

- Ensure that leadership is equally effective in all subjects.
- Consolidate the role of the LAB in contributing to the strategic direction of the school.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae