

**BRIGHTON COLLEGE
DUBAI**

UK CURRICULUM

**INSPECTION REPORT
2021-2022**


























GOOD



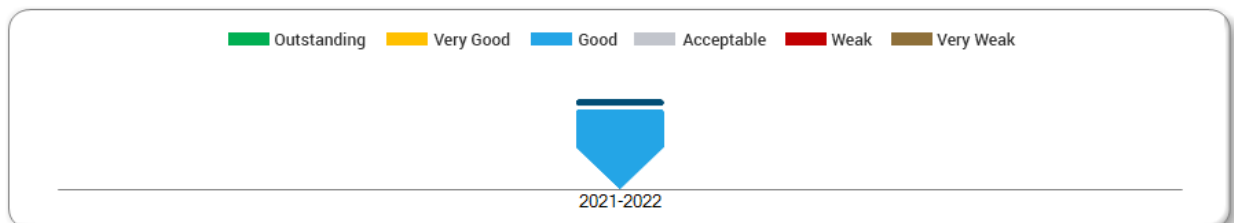
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School Information

General Information	 Location	Al Barsha 2
	 Opening year of School	2018
	 Website	www.brightoncollegedubai.ae
	 Telephone	97143871111
	 Principal	Simon Crane
	 Principal - Date appointed	October 2019
	 Language of Instruction	English, Arabic
	 Inspection Dates	07 to 10 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-17
	 Grades or year groups	FS1-Year 12
	 Number of students on roll	600
	 Number of Emirati students	28
	 Number of students of determination	37
	 Largest nationality group of students	UK
Teachers	 Number of teachers	60
	 Largest nationality group of teachers	British
	 Number of teaching assistants	15
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
	 Teacher turnover	18%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GCSE GL
	 Accreditation	COBIS, BSME

School Journey for BRIGHTON COLLEGE DUBAI



Summary of Inspection Findings 2021-2022

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

Students Outcomes

- Across most phases of the school, students make good progress in English, mathematics and science. Progress in Islamic Education and Arabic is not yet rapid enough. Consequently, attainment in these subjects is weak. Students enjoy learning and willingly share their thoughts and ideas with others. These strong features of learning skills occur rarely in Islamic Education and Arabic lessons.
- Students have very good attitudes to learning. Across all phases, almost all children and students demonstrate good self-discipline in lessons and around the school. They are respectful, friendly and helpful to others. Students demonstrate an appreciation of their own cultures and are keen to learn about others. Their environmental awareness is beginning to develop but is not yet extensive.

Provision for learners

- In most subjects teachers know their students well. They use their secure subject knowledge to guide learning effectively. They are beginning to use measurements of students' attainment and progress to ensure that most students receive the help they need. Not all teachers know how to vary their teaching techniques to make sure that all students reach their potential.
- The curriculum is mostly designed to develop students' knowledge, skills and understanding. In Islamic Education and Arabic, shortcomings in curriculum design result in gaps in learning. In English, teachers skilfully adapt tasks to enable students to make their next steps in learning successfully. This approach is not evident in other subjects. The school provides a wide range of additional activities.
- Arrangements to ensure the health, safety and well-being of students and staff are very good. There are regular checks of the premises and clear arrangements to keep students safe while travelling on school transport. Staff have positive relationships with students. Appropriate behaviour management systems are consistently operated. Procedures to identify students of determination require improvement. The support of students' personal development is a strength

Leadership and management

- Delegation of leadership roles has been expanded. Capacity for improvement has increased. Processes to evaluate the school's effectiveness are acceptable. Leaders have developed very good partnerships with parents. The governing board has a thorough understanding of the school. Many systems are in place to seek the views of parents. Not all interests are represented on the board of governors. School facilities are of a high standard.

The Best Features of The School:

- Very good attainment in English in the primary and secondary phases
- Students' very good personal development
- Very good procedures for health and safety
- The productive partnership with parents
- The high-quality facilities and how they support students' learning.







Key Recommendations:

- Raise attainment and progress in all subjects, especially in Islamic Education and Arabic, through:
 - consistent use of accurate tracking of students' progress to enable their needs to be fully met;
 - improving students' understanding and application of what is taught; and by
 - allowing students to demonstrate their good learning skills.
- Improve the accuracy of self-evaluation processes to ensure that the school has an accurate understanding of the impact of teaching on students' outcomes.
- Ensure that governors adapt policies for admission and inclusion to reflect accurately their vision for a fully inclusive school.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
 English	Attainment	Acceptable	Very good	Very good	Not applicable
	Progress	Good	Good	Good	Not applicable
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Good	Good	Good	Good

2. Students' personal and social development, and their innovation skills

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students show basic understanding of Islamic values and principles. Primary students link tolerance to the character and experiences of the Prophet Mohammed (PBUH). Secondary students understand the differences between Umrah and Haj. Students' reasoning skills when quoting verses from the Holy Qur'an needs further development.
- Primary students demonstrate their understanding of the principles of Iman and the conditions of obligatory prayers. Secondary students explain the approach to wisdom, good preaching and positive dialogue of the Prophet (PBUH). The use of evidence from Seerah and Hadeeth to support their answers is weak.
- Non-Arab students' memorisation and recitation skills are insecure as a result of weak Arabic language skills. Nevertheless, they analyse, infer and apply the lessons from Seerah marginally better than Arab students. Both groups require considerable support to enable them to learn and remember more.

For Development:

- Develop students' ability to memorise, understand and recite the Holy Qur'an.

Arabic as a First Language

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

- In Primary, students recognise new alphabet letters and blended letters to read simple words. Their spelling and reading of unfamiliar words are not strong. Secondary students analyse information texts and distinguish between facts and opinions. However, their skills in reading, speaking and independent writing require development.
- Primary students can analyse elements of a story and evaluate poems, recognising the use of appropriate vocabulary. In Secondary, only a majority of students can identify the main ideas of literary texts. Some can develop new ends to short stories using different writing techniques.
- During the period of online learning, the reading of Arabic texts, the use of resources and the borrowing of books from the library decreased. The efforts to reverse this lack of engagement have yet to show impact.

For Development:

- Extend students' skills of speaking, reading and independent creative writing.
- Encourage students to read a wide variety of Arabic literary texts to develop their vocabulary and understanding.

Arabic as an Additional Language

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

- Across both phases, a majority of students answer simple, familiar questions using a limited range of vocabulary. They can complete sentences by replacing words in given simple sentence structures. Only a minority speak, read and write confidently.
- In Primary, most students can read familiar words and demonstrate reasonable awareness of intonation. Their use of masculine and feminine words is insecure. Only a minority of secondary students read confidently and give basic opinions on subjects like films and art.
- Online Arabic reading resources have been ineffective in improving levels of student achievement.

For Development:

- Develop students' reading, speaking and independent writing skills, in line with their years of study.

English

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

- The oral English skills of most students are very strong. Emirati students do not achieve as highly as others. Those students who joined the school mid-year are making good progress. Students' writing skills in a few of the primary year groups are below expectations.
- Children in the FS generally make good progress from their starting points. Their listening, speaking and writing skills are below expectations. In Primary and Secondary, written work shows steady progress in all aspects of literacy development. Some students demonstrate very strong skills reading and writing.
- Class discussions are often lively, reflecting the students' enthusiasm for English and the topics they are studying. Almost all write notes, paragraphs and many write extended pieces well for a variety of purposes.

For Development:

- Improve the listening, speaking and writing skills of children in FS.
- Enable students in all primary year groups to improve their skills in extended writing, appropriate to their age.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Children in FS and students in Primary explore effectively the use of mathematical concepts and operations in an enquiring way through play and discovery.
- In Secondary and Post-16, students have well-developed knowledge of mathematical methodology. They can answer a wide range of set questions of increasing challenge, mainly oriented towards preparation for assessments. Their conceptual understanding and their ability to apply knowledge to unfamiliar situations requires further development.
- Students' progress is generally good from their starting points. Not all students of determination reach their potential. They lack appropriate challenge and targeted support for improvement.

For Development:

- Extend students' ability to explore the relevance of their knowledge and skills to their daily lives, thus leading to better understanding and application of key mathematical concepts.
- Provide appropriate challenge and support to enable the more able students and students of determination to reach their full potential.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Good	Good	Good	Good

- Most students have at least the expected level of understanding of scientific topics. A majority work at a higher level. Most post-16 students are working at the expected curriculum standard. The achievement of most Emirati students is not as high as their peers.
- In Primary, students apply science well to real life and to other subjects. Students in Year 1 use food pyramids to identify healthy foods and use appropriate terminology to describe food types. Those in Year 3 explore the risk that chocolate poses to teeth.
- In FS, children start to explore their surroundings. From Year 1 upwards, students develop increasing understanding of the scientific method and of experiment design. In Secondary, they become increasingly skilled in practical work. Some students' skills in experimental design and investigation remain underdeveloped.

For Development:

- Extend students' ability to design, conduct and evaluate their own investigations.
- Improve the attainment of Emirati and post-16 students.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Almost all students are appropriately engaged during lessons and are keen to learn. Children in FS are able to work independently for short periods of time. Older students often work productively without close supervision. They usually take full responsibility for completing tasks.
- Children in FS learn to share resources when engaged in small group activities. Older students collaborate very well when working in groups, on short tasks and long-term research projects. Their interactions and communication are positive and productive.
- Students regularly make connections between areas of learning and can apply new knowledge to real-life situations. Their critical thinking and enquiry skills are not consistently evident in all subjects. Students' skills in innovation and enterprise require further development.

For Development:

- Extend students' ability to demonstrate and develop their learning skills consistently across all key subjects.
- Provide students with activities that require enterprise and innovation.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Very good

- Students across all phases show consistently positive and responsible attitudes. They are courteous towards their fellow students, adults and visitors. They are respectful, friendly and supportive of the needs of others. Students in the primary years show a developing self-reliance.
- Students enjoy coming to school, where they have positive relationships that enhance their education. They are almost always well behaved and follow school rules. Almost all children and students show age-appropriate independence and responsibility, conducting themselves appropriately in classrooms and around the school.
- Almost all students are aware of the importance of healthy lifestyles, and act accordingly. They make healthy eating choices and participate in regular physical activities. They are usually, but not always, punctual to lessons. Attendance rates are less than good among a few year groups.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a clear appreciation of how Islamic values influence contemporary UAE society. They understand that the Emirates welcome all people. They know that Emiratis visit mosques regularly to pray and use predominantly Islamic greetings.
- Students appreciate the heritage and culture that underpin and influence life in the UAE. They can explain the move from the desert to cities after the discovery of oil. Senior Emirati students contribute to the monthly assemblies.
- Students are proud of their own heritage. They appreciate their international friends' heritage in terms of music, food and dress. They do not have sufficient knowledge of Emirati and world cultures to be able to compare life meaningfully in different countries.

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

- Initiatives led by students have a positive impact on the college, and on local and global communities. All post-16 students commit to at least 40 minutes of service to the college community each week.
- Most students believe that it is important to work hard in school and in life to achieve success. They can also explain the importance of an appropriate work-life balance. They appreciate the opportunities to be part of student-led initiatives, for example the Eco-club.
- Students care well for their school environment. They are cultivating a school garden. They have created a plastic bottle bank for recycling waste plastic. However, they do not have an in-depth knowledge of global environmental and sustainability issues.

For Development:

- Improve attendance to at least good in all year groups.
- Develop students' understanding of world-wide cultures.
- Extend students' awareness of environmental and sustainability matters.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- Most teachers have secure subject knowledge and use it well in planning lessons. A few are less secure in their understanding of how students learn. This is most evident in the teaching of Islamic Education and Arabic.
- Interactions between most teachers and students are very positive. However, questioning is not sufficiently probing. The use of information from assessments does not yet have maximum impact on progress. In some lessons there is inadequate challenge to or support for students.
- Opportunities for discussion, enquiry and critical thinking, though appropriate, are not yet regular features in all lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- The analysis of information from internal and external assessments is developing. Progress in refining systems of analysis has been hindered by the rapid growth in student numbers. Information is mainly valid and aligned to curriculum standards, although sometimes lacks accuracy for the more able.
- Assessment information is used to track students' progress over time, more effectively for those who have been in school longer. The impact of the analysis of assessment information on teaching, curriculum and progress is best in FS and Primary.
- Most teachers know their students well. They generally provide feedback for improved achievement. This is less so in Islamic Education and Arabic. Students have a developing awareness of their educational targets and of how to improve, as a result of self-assessment and regular formal assessments.

For Development:

- Improve teachers' questioning skills.
- Increase students' awareness of their strengths and areas for development.
- Make more effective use of information gained from assessments.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Good

- A broad and balanced curriculum follows the requirements of the National Curriculum for England. Modifications to Islamic Education and both Arabic language courses are not aligned with Ministry of Education (MoE) standards or the required outcomes.
- In Primary, effective cross-curricular links occur in International Primary Curriculum lessons and in English, but are inconsistent elsewhere. In Secondary, a core curriculum ensures that essential subjects are taught.
- Progression is well planned to build upon previous achievements, with effective transition between FS and Primary and then into Secondary. Older students are insufficiently supported in planning for education beyond the college.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- In English lessons, teachers are usually successful in modifying the curriculum to meet the needs of all groups of students. The school has not ensured consistency in modification across the curriculum. In many cases, less able students are not well supported.
- The school offers all students a very wide range of activities before and after school and at lunch time. Students are encouraged to compete in a global computer challenge. Many also participate in the Duke of Edinburgh award schemes.
- Older Emirati students lead initiatives to raise the profile of the UAE and Emirati culture. As a result, students across the school are developing their understanding of UAE values. Opportunities to enhance this understanding are inconsistently embedded in the curriculum.
- Arabic is taught for 60 minutes per week in FS2.

For Development:

- Ensure that the curricula in Islamic Education and Arabic meet MoE requirements.
- Embed opportunities in all subjects to enhance students' understanding of the culture of the UAE.

5. The protection, care, guidance and support of students

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

- Comprehensive health, safety and safeguarding policies are secure in the school. Measures are in place to prevent bullying and cyber-bullying. The school promotes safe and healthy living through a very good range of health intervention programmes led by the clinic.
- Monitoring systems ensure that students are safe in college and while travelling on school buses. At the time of the inspection, the school generally met all health and safety regulatory requirements. A few procedures requiring improvement were brought to the attention of leaders.
- The premises and facilities are well maintained, very secure, and safe. Risk assessment procedures are in place to prevent accidents. A doctor, who attends on a part-time basis and two full-time nurses provide comprehensive medical care for the students. Medication and medical records are stored very securely.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- A positive and caring ethos exists throughout the school. The consistent approach to behaviour management results in students who are polite and respectful. The school's intervention scheme for managing attendance and punctuality is not fully effective. Some students do not attend regularly.
- Identification of students' learning needs is inconsistent and not entirely accurate. Information leads to interventions, but they are not always appropriate. Consequently, the impact on students' learning is inconsistent. Opportunities to meet the needs of gifted and talented students are not yet fully effective.
- Provision for students' well-being is a strength of the school. The FS provides a caring setting for children to develop their full potential. Advice on educational pathways for senior pupils is developing.

For Development:

- Ensure that students of determination are accurately identified and that lessons are fully tailored to meet their needs.
- Make appropriate provision for gifted and talented students.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Assessment on entry enables the school to make provision for individual students' needs. The inclusion team is skilled at meeting the needs of most students. Most learning support assistants provide effective intervention and support. The Admissions Policy can be further supplemented by a more inclusive vision.
- Identification of students' individual needs is not consistently accurate. As a result, students make progress which is no better than expected. KHDA categories are used appropriately, and systems to monitor patterns and trends are in place.
- The school communicates effectively with parents. Parents engage well with their children's educational programmes and development. They are encouraged to provide feedback, to become involved and to contribute to their children's learning.
- Curriculum plans are modified and appropriate in only a minority of lessons. Most students demonstrate a positive approach to their work. However, teachers do not consistently promote independent learning. In a minority of classes, support has a positive impact.
- The school is building capacity for improvement. There is inconsistency in progress across subjects and phases. Most students are not sufficiently involved in the planning or review of their educational programmes. They remain reliant on adults to make decisions about their learning.

For Development:

- Develop an improvement plan for inclusive education, and establish better systems for identification, support and evaluation to ensure consistently effective provision. Ensure the Inclusion Admission Policy accurately reflects the school's vision for a truly inclusive environment

6. Leadership and management

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

- Leaders have a shared vision to develop students' love of learning. Most demonstrate a good knowledge of the best practices in teaching. Understanding of the Islamic Education and Arabic curricula is not as secure. Leaders are committed to UAE priorities. However, they have not been successful in ensuring that Emirati students achieve as well as their classmates. Leaders express a commitment to inclusion, but the inclusion and admission policies do not support the views expressed.
- Self-evaluation using information from both internal and external sources is developing. It is not yet fully embedded as consistent practice in all subjects. Monitoring is regular, but is not sufficiently focused on the impact of teaching on students' achievement. School improvement plans, based mainly on the reviews carried out on behalf of the school's owners, contain appropriate actions. They are not directly linked to improving students' achievement.
- Parents are extremely positive about how well the school engages them as partners in their children's learning. They express their satisfaction with the communications from the school, and how they are helped to support their children's learning at home. Formal reports to parents are regular and consistent in format. They do not all provide a fully accurate view of students' academic achievements against the standards expected within the National Curriculum for England or that of the MoE.
- The governing board systematically monitors the work of the school. Through surveys, discussion with groups of parents, and the information from reviews, governors have a detailed knowledge of the work of the school. Governors use the information to hold school leaders to account and to influence the direction of school improvement. The board of governors does not include representation of all stakeholders. Governors have not ensured that all policies reflect the vision to be a fully inclusive school.
- Daily management of the school is very well organised. Most staff are suitably qualified, with the exception of those teaching Islamic Education. Staff benefit from an appropriate range of professional development programmes. Movement around the school is very well managed and helps to ensure students' safety. School facilities are of a high quality. Resources are mostly sufficient to support learning. Library resources to encourage reading in Arabic are insufficient.

For Development:

- Ensure that teachers of Islamic Education are appropriately qualified.
- Adapt the admissions and inclusion policies to reflect the vision of leaders.
- Improve self-evaluation and school improvement processes, including a robust monitoring of teaching which focuses on students' achievement.
- Link areas for improvement more closely to students' outcomes.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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