



The English College
Dubai

Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion	19
6. Leadership and management	20
The views of parents, teachers and senior students	23



School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1992
Website	www.theenglishcollege.ac.ae
Telephone	00971-4-3943465
Address	P O Box 11812, Dubai, UAE
Principal	SAIQA LIAQAT
Language of instruction	English
Inspection dates	21 to 23 November 2016

Teachers / Support staff

Number of teachers	63
Largest nationality group of teachers	British
Number of teaching assistants	0
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	26%

Students

Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Year 7-Year 13
Number of students on roll	607
Number of children in pre-kindergarten	0
Number of Emirati students	3
Number of students with SEND	77
Largest nationality group of students	UK

Curriculum

Educational permit / Licence	UK
Main curriculum	UK / MoE
External tests and examinations	GCSE, AS and A levels
Accreditation	NA
National Agenda benchmark tests	GL



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

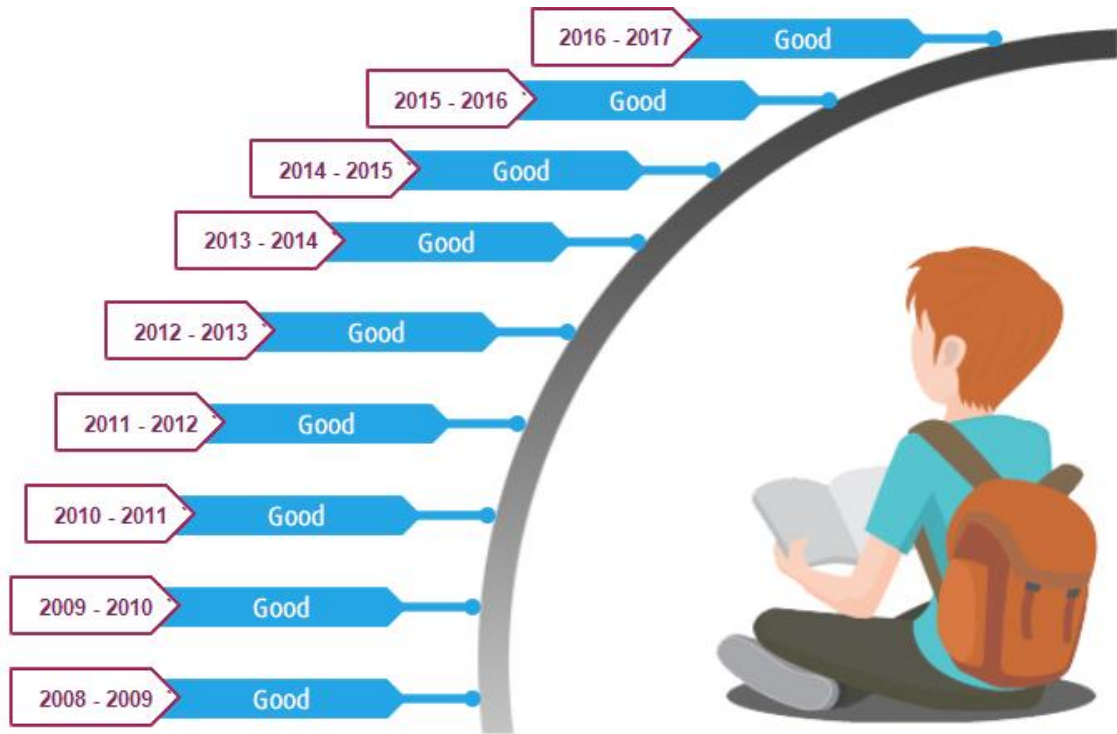
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for The English College Dubai



- The English College, which opened in 1992, has provided a good quality of education to its students since its first inspection. In recent years student numbers have remained constant at around 600. The school has seen a number of changes in leadership. The current acting principal has been in post since the beginning of the academic year. Teacher turnover was 15 per cent in 2015 and 26 per cent in the current year.
- The school has remained good in its overall effectiveness in all eight inspections. Recent inspections have identified several strengths: consistently high achievement in English, mathematics and science; students' personal and social development; their understanding of Islamic values; the development of students' skills in innovation; the school's partnership with parents and the community.
- Recent recommendations have focused on improving: aspects of the quality of teaching, especially in Arabic; the use of assessment; the curriculum design and implementation; some safety issues; aspects of leadership; governance, including the time allocation for the teaching of Arabic; access to technology and the internet; and routine management issues.

Summary of inspection findings 2016-2017



The English College Dubai was inspected by DSIB from 21 to 23 November 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students achieve very well in English, mathematics and science except at Post-16 where attainment and progress in science are good.. In Islamic education, attainment and progress are good in the secondary phase and acceptable at Post-16. Students' attainment and progress in Arabic as a first language are acceptable. In Arabic as an additional language, students' attainment is weak, although they do make acceptable progress from their low starting points. Students' learning skills are very good in both phases.
- Students' personal and social development and their relationships with others are a strength of the school, particularly in the post-16 phase. In both phases, students have positive and responsible attitudes and are consistently self-disciplined. Post-16 phase students demonstrate an excellent appreciation and understanding of Islamic values and the UAE heritage. They also show excellent awareness of their own and other cultures.
- The overall quality of teaching across both phases is very good and promotes strong achievement in both phases. However, the analyses and use of assessment data do not reach the same high standards.
- The schools' curriculum design and implementation are based on the National Curriculum of England. The curriculum has a clear rationale and ensures balance, continuity and progression. It provides a wide range of choices and is enhanced by meaningful cross-curricular links. The curriculum is adapted successfully to meet the needs of individuals and most groups of students. There are appropriate links to the UAE culture and society.
- The school's provision for health and safety is very good. Care and support reaches the highest levels. Parents and students comment most favourably about this aspect of the school's provision.
- The leadership of the school and its self-evaluation and improvement planning processes are good. Senior leaders are dedicated, effective and demonstrate a developing understanding of best educational practice. The partnerships with parents and the community are very positive. The newly-formed governing board has a positive impact on many aspects of the school's operations, with the exception of staffing, facilities and resources which are only acceptable.

What the school does well

- Students achieve well in English, mathematics and science as a result of their very good learning skills and the very good quality of teaching.
- Students across the school have positive and responsible attitudes. They are consistently self-disciplined, are sensitive and show empathy to others. They demonstrate an excellent understanding of safe and healthy living.
- Post-16 students have an excellent appreciation and understanding of Islamic values, UAE heritage and culture. They demonstrate awareness of their own, and other cultures. Their proactive involvement in the wider community, high levels of enterprise, and their work ethic are outstanding.
- The school very effectively engages parents as partners in their children's learning, through increasingly effective communication between school and home and a range of comprehensive, informative reports.

Recommendations

- Raise attainment and accelerate progress in Arabic as an additional language by reviewing all aspects of provision and ensuring that teaching is of a consistently high quality.
- Improve the use of assessment information by ensuring that:
 - internal assessments are aligned with external measures of students' attainment, and account is taken of reliable measures of students' abilities
 - the information is shared with staff and used consistently across the school to guide curriculum and lesson planning to meet all students' learning needs.
- Improve the effectiveness of leadership, at all levels, by ensuring that:
 - leadership roles and responsibilities are clearly defined and understood
 - professional development opportunities are provided to enhance leadership skills
 - middle leaders have the time needed to carry out their responsibilities and contribute fully to the drive for improvement.
- Ensure that the premises, including the specialist facilities, are consistently safe and of the quality necessary, to support high quality teaching and learning.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Students' attainment on the National Agenda Parameter meets expectations in mathematics and exceeds expectations in English and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The National Agenda Parameter reports are analysed by the school's senior leaders. The focus is on individual performance rather than that of the cohort. It aims to provide teachers with useful information to improve planning to meet students' needs. Internal assessments are compared and evaluated. A National Agenda action plan specifically aims to improve teaching and learning.
- The curriculum is adequately aligned to external assessments in English, mathematics and science. In science, there are now more opportunities for scientific reasoning and application. In English and mathematics, problem-solving and critical thinking are now integral to the curriculum.
- Outcomes of the National Agenda Parameter findings are being used to extend the range of teaching strategies used by teachers in English, mathematics and science. The development of open-ended investigations, enquiry and the use of real-world learning contexts, are regular features of students' learning activities.
- The majority of students are familiar with the NAP individual reports. This is having a positive impact on their learning. Students use a wide range of resources, both digital and paper-based, to develop effective research skills aligned to the National Agenda objectives.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- The school is ambitious to enhance the provision for innovation. Students are increasingly challenged to have creative and curious minds through opportunities for student-led learning. They develop research skills, using recently-introduced technologies. Post-16 students display their innovation skills through creative class projects and presentations. Teachers plan opportunities for higher-order, critical and innovative thinking.. Extra-curricular activities, such as the robotics and environmental clubs, further extend the opportunities for innovation. Leaders are implementing key strategic changes to enhance further the focus on innovation.

Overall school performance

Good

1 Students' achievement

		Secondary	Post-16
Islamic education 	Attainment	Good ↑	Acceptable
	Progress	Good	Acceptable
Arabic as a first language 	Attainment	Acceptable	Not applicable
	Progress	Acceptable	Not applicable
Arabic as an additional language 	Attainment	Weak	Not applicable
	Progress	Acceptable	Not applicable
English 	Attainment	Very good	Very good ↑
	Progress	Very good	Very good
Mathematics 	Attainment	Very good	Very good
	Progress	Very good	Very good
Science 	Attainment	Very good	Good ↑
	Progress	Very good ↑	Good ↑

	Secondary	Post-16
Learning skills	Very good ↑	Very good ↑

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

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

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Very good ↑	Very good ↑
Assessment	Good	Good

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Good	Good

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

 Secondary		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Acceptable
English	Very good	Very good
Mathematics	Very good	Very good
Science	Very good	Very good ↑

- In Islamic education, the majority of students attain better than expected levels of understanding and knowledge when compared to curriculum standards. Their memorization and recitation skills are strong. Students make good progress in studying the Prophet's (PBUH) sayings and can quote verses from the Holy Qur'an and Hadeeths. They use mind-maps to support their answers and can apply their knowledge of Seerah, aspects of belief, and the scientific miracles in the Holy Qur'an.
- In Arabic as a first language most students demonstrate knowledge and skills at the expected MoE curriculum level. Year 9 students can write short stories with only a few spelling mistakes. Their oral skills are developing; most can express their opinions about the importance of celebrating Martyrs' Day in the UAE. Year 8 students can distinguish between two types of metaphor and write examples of each. In lessons and in their most recent work, most students make the expected progress. In Arabic as an additional language, less than three quarters of students reach the expected level. Most students make the expected progress in reading and vocabulary acquisition. However, their conversational skills are underdeveloped. Their writing is weak and is limited to very familiar topics such as identifying family members. From their starting points and during lessons, students make the expected progress.
- In English, the large majority of students make better than expected progress and attain levels that are above curriculum standards. At the end of Year 11, attainment in the GCSE examination is well above expectations. Students' understanding of texts is strong and they can extract information to support a point of view. Speaking and listening skills are a particular strength. Most students' writing is grammatically correct, conveys ideas effectively to the reader, and shows imagination that reflects the very good quality of their speaking skills.
- In mathematics, the large majority of students' attain above expected levels in GCSE results, maintaining the trend of recent years. These results are supported by international benchmarking assessments. Students make better than expected progress in applying their well-developed understanding of number to support calculations in algebra, area and capacity. They can accurately compile graphs and make inferences from data. Their understanding of geometrical properties is less secure, particularly amongst older students.
- In GCSE science, a large majority of students attain above expected levels continuing the trend seen in recent years. This is also reflected in international benchmark testing. In lessons and in their recent work, students make very good progress in understanding scientific concepts through investigations and problem-solving related to the real world.

Post-16		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Very good ↑	Very good
Mathematics	Very good	Very good
Science	Good ↑	Good ↑

- In Islamic education, most students' attainment is in line with curriculum expectations. Students show adequate knowledge and understanding of topics being studied, but their critical and extended writing is limited and their memorisation and recitation skills are underdeveloped. Most students make the expected progress over time, for example, in understanding aspects of family law. They think critically about the different interpretations and applications of the five goals of Islam in the real world.
- In English, the large majority of students make better than expected progress over time and against lesson objectives. Their attainment in relation to curriculum standards, and as measured by external examinations, is very good. Students' writing demonstrates their well-developed skills of literary and textual analysis. They express their views confidently and listen intently to the views of others. Students understand how variations in language, form and context, shape and change meanings in speech and writing.
- In mathematics, attainment, as measured by recent A level examinations, is very good. This has been consistent over the past three years. In lessons and in their recent work, a large majority of students reach levels of knowledge, skills and understanding that are above expected standards. Students are increasingly adept at applying higher-order thinking skills when interpreting problems and applying relevant mathematical techniques. In statistics, students can provide a synthesis of data and draw relevant conclusions. The large majority of students make very good progress over time and against lesson objectives.
- In science, the majority of students attain levels that are above curriculum standards. External A-level examination results show very high levels of attainment in chemistry compared to those in biology and physics. In lessons and in their work, the majority of students make better than expected progress from their starting points through enquiry, investigation and practical work. The majority of students apply their scientific knowledge to everyday contexts and communicate scientific concepts confidently using accurate terminology.

	Secondary	Post-16
Learning skills	Very good ↑	Very good ↑

- Students in both phases are enthusiastic learners. Their positive attitudes ensure they are actively involved in their own learning and development. They have a clear understanding of their progress and their targets for improvement. They are adept at making connections and applying prior learning to new topics.
- Students work productively in groups. Their skills in collaboration are instrumental in building confidence, enabling a purposeful contribution of ideas, and in developing the discipline of listening to others. The recording of evidence from group work is underdeveloped.
- Students routinely make connections between their work and the world beyond school. Year 8 students, for example, can confidently compare earlier promises made by politicians with their more recent political speeches. In social media classes, students use their skills in technology to simulate the production of the front page of a magazine.
- Students are keen to find things out for themselves using a range of resources. They can use computers effectively in research projects. They are increasingly aware of the emphasis given in their lessons to critical thinking, analysis and evaluation, evident in the way they present and talk about their work.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students have mature attitudes towards school and learning. They enjoy being at school and have high aspirations. In lessons they are keen to learn and they respond exceptionally well to their teachers' encouragement and feedback. When given the opportunity, they show that they are able to assess each other's work and offer appropriately constructive comments.
- Students' exemplary behaviour contributes significantly to the school's harmonious atmosphere. Almost all students are consistently polite and respectful. In lessons, time is rarely lost because students are very responsive to their teachers. They are self-disciplined and do not need constant teacher supervision. Students become increasingly assured and self-confident as they move through the school.
- Excellent relationships are the norm in almost all lessons. Students are sensitive to the needs of others. Throughout the school, students work amicably together and develop positive friendships across a range of different nationalities and cultures.
- Most students have a well-developed understanding of the need to adopt healthy lifestyles. High numbers participate in the sports and other physical activities that are prominent features of the school. Students are well aware of the importance of diet to health and well-being.
- Attendance is good. Students are punctual at the start of the day and to lessons.

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

- Students are well aware of the significance of Islam in UAE life. They know the five daily prayers and the times of fasting. Post-16 students have an excellent understanding of the architecture of mosques. They know the foods in the Qur'an and the health benefits of fasting during Ramadan. Students have a detailed knowledge of the two Eids and post-16 students can describe the rituals of Eid-ul-Adha.
- Students are fully respectful and appreciative of the UAE and its heritage. Secondary students have a very good understanding of how the UAE was founded and can explain the reasons for the colours of the UAE flag. Post-16 students participate in making models of Emirati symbols and artefacts and are thankful for the safe environment in the country.
- Students value the mix of cultures in UAE society and show respect for cultures other than their own. They are proud of their own heritage and are well aware of the many cultures represented in school.

	Secondary	Post-16
Social responsibility and innovation skills	Very good	Outstanding

- Students participate actively in charitable activities. They collect blankets and food for the needy and raise funds for breast cancer patients. Post-16 students sponsor humanitarian projects overseas and display their responsibility towards the local community through participation in community service.
- Students in both phases demonstrate a strong work ethic and complete their tasks conscientiously. They participate actively in Enterprise Day competitions where they create their own businesses. Post-16 students display their innovation skills through creative class projects and presentations.
- Students are very well aware of the environmental issues facing the UAE and the world. They are conscious of their responsibility for caring for the school environment and for developing and sustaining a green community. They eagerly participate in recycling, gardening and energy saving schemes at school.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Very good ↑	Very good ↑
<ul style="list-style-type: none"> Most teachers effectively use their secure subject knowledge and their understanding of how students learn to create meaningful contexts for classroom activities. This encourages the positive involvement of students and enables them to see the relevance of their learning. Teachers plan engaging lessons with a clear focus on deep learning. Lessons have a coherent structure with clear learning objectives. A range of resources is made available to motivate students and to ensure their learning needs are met. Technology is used well in most lessons and time is used efficiently to sustain students' interest. Teachers' interactions with students are very positive. The supportive learning environment encourages students to participate in class discussions and present solutions to problems to the whole class. Teachers carefully plan their questions to ensure high levels of student engagement and to check their understanding and challenge their thinking. Most teachers are skilful in adapting strategies to address the learning needs of all students. They plan lessons to ensure students work at appropriate level of challenge according to their abilities. This is not always effectively managed for all students with additional learning needs and for the most-able students in Arabic as an additional language. Teachers are increasingly effective in promoting creativity, critical thinking and problem-solving. They encourage students to justify a point of view, for example, in English. In post-16 science, teachers present multistep problems for students to solve. The opportunities for enterprise and for students to be innovative are limited. 		

	Secondary	Post-16
Assessment	Good	Good
<ul style="list-style-type: none"> Internal assessment processes are mainly coherent and consistent. They are linked to the school's curriculum standards providing student progress measures. Improvements have been made in Islamic education assessment procedures. However, in Arabic the processes are still developing and provide less reliable student progress information. The school benchmarks students' internal assessment results against external and international expectations. Assessment information for most subjects is analysed to identify performance levels in skills and knowledge. These are then compared internally with subjects and externally with international expectations. Internal assessment data do not always correlate with external data. The analysis of assessment data provide mainly accurate information about individual students. The depth of the analysis is insufficient to enable school leaders and teachers to evaluate trends and patterns of attainment for groups of students. Data is not used as an indicator of students' potential. Most teachers make effective use of formative and summative assessment data in lesson planning so that the individual needs of most students are met. In some instances, assessment information is not used appropriately to ensure that activities are matched to the abilities of all students in order to enhance their progress. 		

- Most teachers know the strengths and weaknesses of their students well. Target-setting for individuals is being developed and teachers set appropriate levels of challenge in most lessons. Constructive oral and written feedback is helping students to improve their work. Self- and peer-assessment are common features in most lessons.

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Very good	Very good
<ul style="list-style-type: none"> • The curriculum is closely aligned with the new National Curriculum for England. It is well matched to the school's requirements and offers students a broad and balanced learning programme. The curriculum is fully compliant with the national statutory requirements. In most subjects the curriculum provides a good balance of the acquisition of knowledge and the development of skills. However, this balance is less evident in Arabic as an additional language. • The curriculum is well planned to ensure continuity and progression in students' learning. Effective transition arrangements support continuity in students' learning across the phases. Students are able to build on their learning as they move through the school. As a result, older students are very well prepared for the continuation of their studies or future careers beyond the school. • The curriculum is responsive to students' needs and interests. Older students are offered an extensive range of options. The recent addition of several academic and vocationally-oriented courses has broadened this range. However, students study French in Year 7 followed by Spanish in Year 8, before making a choice between the two subjects. This arrangement prevents a full five years of study in either subject. • There are several examples of effective links being made across subjects. Enterprise Day provides a very good example of a productive, whole-school, cross-curricular activity. Effective links are also seen between mathematics and science. However, there is scope for ensuring that cross-curricular links are more systematically planned across the curriculum. • The school's leaders continuously review the curriculum. An example of this is the introduction of the new courses in mathematics and science to help meet the differing demands of study at GCSE and A level. There is a continuing focus on the achievement of the UAE National Agenda targets. • UAE social studies is taught through the PSHCE programme and as a cross-curricular theme in other subjects. Provision for social studies, including the time allocated for the subject and the assessment procedures, is in the process of being reviewed. A new coordinator has recently been appointed to lead the development of this subject in the school. 		

	Secondary	Post-16
Curriculum adaptation	Good	Good
<ul style="list-style-type: none"> The school makes appropriate adaptations to its curriculum to meet the needs of its students. These include modifications for more-able students, particularly in mathematics. The addition of vocational courses has enhanced course options for senior students. The school offers option blocks, which provide better subject choices matched to the needs of the students. Lesson modules have emerged as a result of double classes. The school promotes enterprise through an evolving programme, culminating in an enterprise day. This encourages the development of a wide range of skills. There is a growing use of e-books and related programmes in the school to enhance learning. Students develop a clear understanding and appreciation of the UAE's values, culture, heritage and society by celebrating a number of national events, and through assemblies, field trips and school outings. This is being developed further by the introduction of a purposeful and meaningful integrated approach to social studies. 		

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
<ul style="list-style-type: none"> The school has rigorous procedures for the safeguarding of students including a child protection policy, with associated comprehensive annual training for staff. Effective procedures are in place to protect students from all types of abuse and bullying. In general, the school provides a safe, hygienic and secure environment for all students and staff. Regular risk assessments are conducted by an external contractor. The school's laboratories, including the safe storage of chemicals, meet safety requirements. All staff have a secure understanding of emergency procedures, and many have first-aid qualifications. Governors and leaders respond rapidly to safety issues identified during inspections. Buildings and grounds, though old, are well maintained by an external contractor. Health and incident records are comprehensive and regularly updated and include details of the school's responses. The school has regular practices of fire and emergency evacuation drills. The premises include teaching and play areas, laboratories and open spaces. Ramps are in place for access to the ground floor for students who are physically disabled. However, there are no lifts to provide access to the upper floor classrooms. Healthy living is very effectively promoted through a variety of programmes and activities including sports. The canteen provides healthy choices. The health-awareness programme is embedded within the curriculum and extra-curricular programme. There are sufficient exterior shaded areas for students' use during breaks, and drinking water is readily available in different parts of the school. 		

	Secondary	Post-16
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> Relationships between staff and students are exemplary. Very clear procedures are in place to promote good behaviour and the students respond well to them. Conduct throughout all areas of the school is of the expected very high standard. The school has established effective systems to record attendance. It responds promptly to unexplained absences. The school encourages and acknowledges students with full attendance and rewards them accordingly. Punctuality is robustly monitored. The school has thorough systems in place to identify students who require additional support in their learning and to identify their specific needs. There are effective systems in place to identify the gifted and talented. Students with SEND benefit from a wide range of appropriate support and most make better than expected progress. However, a few students require more focused interventions to enable them to make even more progress. The gifted and talented are supported by appropriate and innovative programmes. The welfare and personal development of all students is a priority for the school. Leaders at all levels take a very keen interest in developing student support. There is well-established guidance for subject choice and appropriate career advice. 		

Inclusion

Provision and outcomes for students with SEND

Very good

- The school's senior leaders promote inclusion very effectively. The Enhanced Studies Department (ESD) is restricted to one very committed, full-time member of staff, who has appropriate levels of specialist knowledge. However, the progress of vulnerable students with the greatest needs is restricted due to insufficient resources, personnel and systems. This limits the school's ability to improve further.
- There are well-developed assessment practices to identify students with SEND. This process starts as soon as students are admitted to the school and continues throughout all cohorts. The school has established categories of intervention for students with SEND. The support provided to each category varies according to need.
- Parents appreciate the very good communication systems that keep them well informed; they receive regular reports on their children's progress. Parents, often in conjunction with their children, are encouraged to be involved in the creation of their children's individual education plans (IEPs).
- The needs of most students are met by modifications to the curriculum and through the very good quality of teaching. However, the progress of a few students who have the greatest needs is limited by the lack of additional specialist support.

- The academic and personal progress of students with SEND is very good due to the high quality teaching and the caring ethos. The few students with the most significant barriers to learning do not have sufficiently focused progress targets.

6. Leadership and management

The effectiveness of leadership

Good

- The newly-formed school leadership team, ably led by the acting-principal, is beginning to set aspirational goals. They are shaping an ambitious 'students first' vision and strategic direction for the school. They identify, in collaboration with the governing board, some immediate and long-term priorities for the school, including its commitment to the UAE National and Emirati priorities. The new leaders promote a collegial, child-centred and inclusive ethos.
- Leaders have an increasingly secure knowledge of the school's rich, broad and varied curriculum. Their understanding of the credentials for excellence in teaching, learning and assessment is being refined as they grow into their new leadership roles. There is a developing staff ethos of collective responsibility, collegiality and cohesiveness to ensure the best outcomes for all students.
- The improved effectiveness of in-school communications, together with the strategic delegation of roles and responsibilities, are having a positive impact on staff morale. Senior and middle leaders are not complacent. They have ample capacity to maintain the drive for improvement in their areas of responsibility. They demonstrate high levels of vigilance, competence, and commitment to do so. However, they have insufficient opportunities for professional development to enhance their leadership skills.
- Senior and middle leaders demonstrate a growing awareness of the key requirements for school improvement. They are developing their understanding of the use of assessment and evaluative best practice to influence teaching, to review the curriculum and to meet the learning needs of students. Leaders are beginning to use their knowledge wisely and flexibly to ensure sustained improvement when confronted with potential barriers.
- Throughout the school, there is a strong sense of purpose. School leaders have been successful in maintaining educational outcomes and in developing some key aspects of the school, particularly the quality of teaching and learning. However, insufficient attention is given to monitoring the progress of individuals and groups of students and to responding to their identified needs.

School self-evaluation and improvement planning

Good

- The school has a wealth of internal and external data, including international assessments and the views of a broad range of stakeholders. This information forms the basis for its improvement planning and its actions. School leaders are becoming more secure in their knowledge of its strengths and areas for development, despite some of its self-evaluation judgements being inaccurate.
- Monitoring and evaluation are becoming more systematic and rigorous. The focus on teaching and assessment, and their impact on students' learning outcomes, are part of the school's evolving monitoring programme. The evaluation of teaching and learning is increasingly used to guide continuous professional development needs and to support curriculum modifications. However, leaders do not have a clear understanding of what constitutes outstanding teaching.
- The school's improvement plan and departmental plans include measurable targets. These are aligned to the school's main priorities as well as the recommendations of the previous inspection report. They provide an appropriate blueprint for actions to address the school's and the UAE's priorities.
- Almost all recommendations from the previous inspection report have been addressed, some more successfully than others.

Partnerships with parents and the community

Very good

- Governance, school leaders and staff successfully engage parents as partners in their children's learning. A recently formed Parent Advisory Board aims to assist governors and school leaders by providing a natural link between the community and the governing board. Parents contribute positively to school events and support their children in external activities.
- Parents increasingly know about their children's learning through newsletters, the D6 communicator, and a newly developed school website. Parents are appreciative of the guidance provided by the school to support their children when considering course options in the senior school. They welcome the inclusion of vocational options for senior students.
- Parents are kept very well informed of their children's achievements. Progress reports are informative and comprehensive. Parents value teachers' comments regarding their children's areas for improvement and their next learning steps.
- The school has strong links with the local and wider communities. It makes significant contributions to projects and collaborative initiatives such as the Tanzania orphanage project. Consequently, students celebrate their contributions to Dubai's culture and have a very well-developed understanding of their place in world citizenship.

Governance

Acceptable 

- Governance has been formalised and now includes representation from a broad range of stakeholders. An experienced chairperson is complemented by governors who bring specialist educational knowledge and business acumen. They meet regularly to discuss feedback from staff, students and parents. Their five-year strategic plan aims to improve the school's academic standards and its unique ethos.
- Board members regularly visit the school and its classrooms. They receive detailed reports on a range of operational aspects such as health and safety procedures, students' progress and the quality of the school's provision. They are increasingly effective in the role of critical friend by establishing clear accountability measures for the school's leaders and teachers.
- The governing board increasingly exerts influence on the direction of the school. Ambitious short- and medium-term plans, and updated policies and procedures are in place. Although a variety of new resources, including staffing, have been provided to enhance learning, some teaching areas remain unfit for purpose.

Management, staffing, facilities and resources

Acceptable




- The day-to-day operations of the school benefit from recent improvements in a range of operational policies and procedures. Timetables, systems, structures and routines are in place. However, they are not consistently monitored to ensure the expected standards are achieved.
- The school has an appropriate number of qualified staff with the relevant subject experience for their areas of responsibility. Improved staff appraisal processes result in personalised professional development opportunities aimed at improving student achievement. Additional middle leaders are deployed to support improvements. However, the roles and responsibilities of leaders at all levels are not clearly defined.
- The school offers a broad range of facilities: grass and artificial football pitches, a swimming pool, an indoor sports and netball area. However, the governing board has identified the need for significant additions to the premises: a separate Sixth Form complex combined with enhanced sports facilities; the refurbishment of the science laboratories, and accessibility and safety.
- An enhanced range of resources is available to support the teaching and learning programme. Heads of department manage their own budgets, providing some independence in purchasing appropriate resources. However, there are too few Arabic texts in the library. Technology resources to support in-class research and independent investigations are insufficient.

The views of parents, teachers and senior students



The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	62
	2015-2016	256
 Teachers	53	
 Students	192	

*The number of responses from parents is based on the number of families.

- Almost all parents and teachers are positive about the quality of education provided and say that their children enjoy school.
- They believe their children are developing a good awareness of the UAE and other cultures, understand the importance of Islamic values and are aware of their environmental responsibilities.
- They are satisfied that the school cares about its students and that they are safe in school and on the buses. They say their children learn well and become independent learners because of good teaching, that they develop skills to conduct research using learning technologies, and their children's work is marked constructively.
- They are satisfied with range of extra-curricular activities.
- Most parents feel that students in the school are well behaved and occurrences of bullying are rare. A few parents believe that the school does not deal well with bullying.
- A large minority of parents who participated in the survey believe that the school does not welcome or care for students with SEND. However, during the inspection parents of students with SEND were very positive about the care and support for their children.
- Most parents agree that the school promotes their children's literacy and love of reading in English. But not in Arabic. They agree that the school is well led and that leaders and staff listen to them and act on their views.
- Almost all teachers are positive about most aspects of the school. A few say there are insufficient resources, including technology, to support students' learning and research. However, most agree that

the school is well led and that there are sufficient opportunities for professional development to help them improve their skills.

- Most students are satisfied with the quality of education provided, and with the range of subjects and activities from which to choose. They agree that the feedback from their teachers helps them to improve.

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 inspection@khda.gov.ae