

INSPECTION REPORT

2022-2023



BRIGHTON COLLEGE DUBAI L.L.C

UK CURRICULUM

GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

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	10/1/2019
	Language of Instruction	English, Arabic
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	786
	Number of Emirati students	27
	Number of students of determination	99
	Largest nationality group of students	UK

TEACHERS

	Number of teachers	72
	Largest nationality group of teachers	British
	Number of teaching assistants	25
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	17%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, AS Level and A-Level
	Accreditation	COBIS/BSO

School Journey for BRIGHTON COLLEGE DUBAI L.L.C



Summary of Inspection Findings 2022-2023

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

- From the Foundation Stage (FS) onwards, students acquire strong learning skills, which are used particularly well in the FS and Primary years. Students achieve very well in English and science in all phases, and in mathematics in the FS and Primary years. Students' achievements in Islamic education are good, as are their achievements in mathematics in Secondary and Post-16. Their progress in Arabic as a first or additional language is acceptable, while their attainment is mostly weak.
- Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Their positive and responsible attitudes toward learning contribute to their excellent personal development. They appreciate and respect Islamic values and have secure understanding of the culture and traditions of the UAE. Students are keen to take on leadership roles and display well-developed innovative and enterprise skills.

PROVISION FOR LEARNERS

- Much good and very good teaching, particularly in the FS and Primary years, successfully engages students' attention. Teaching of this quality is less consistent in Islamic education and Arabic lessons. The use of assessment information to plan lessons in which work is matched to students' learning needs is unreliable. In most lessons, teachers ask questions that promote higher order thinking by their students
- The curriculum is designed very well to develop students' skills, knowledge and understanding. The curricula in Secondary and Post-16 are enhanced by an increasing range of options. The wide range of extra-curricular activities helps to increase students' achievements and address their different interests. Cross-curricular links and curriculum adaptations to meet the needs of students are most often seen in the FS.
- Students' welfare and wellbeing are given high priority. Safeguarding procedures are supported by clear policies and appropriate training for the staff. Students are effectively supervised and kept safe both within the school and when on school buses. Healthy living is promoted successfully throughout school life. The care and support of students are of very good quality. There are good levels of support provided for students of determination.

LEADERSHIP AND MANAGEMENT

- The headmaster and senior leaders provide effective leadership and a clear vision for the future of the school. There is variation in the effectiveness of middle leaders. In a few areas, self-evaluation procedures result in an optimistic view of the rates of improvement. Parents feel that their children are kept safe and are well supported. Governors carry out their roles effectively. The school premises are of high quality.

The best features of the school:

- The arrangements for keeping students safe and promoting healthy lifestyles
- The rapid progress in all areas of learning by children in the FS
- The numerous leadership opportunities that underpin students' outstanding personal development
- The high-quality resources for teaching and learning in the outstanding facilities
- The well-designed curriculum that successfully prepares students for the next stage of education.

Key recommendations

- Raise students' achievements in Islamic education and Arabic to good levels.
- Increase the proportion of very good and outstanding teaching by ensuring that:
 - work is matched to students' ability levels
 - there are clear learning objectives
 - teachers make regular checks of students' progress.
- Refine the assessment procedures by ensuring that:
 - there is a coordinated approach to the collection and analysis of assessment data
 - the information is used to identify gaps in students' learning and guide curriculum planning.
- Ensure that middle leaders monitor and frequently evaluate the quality of teaching in their subjects.

Overall School Performance

Good

1. Students' Achievement

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

2. 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 ↑	Very good ↑
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

The effectiveness of leadership			Good	
School self-evaluation and improvement planning			Good ↑	
Parents and the community			Very good	
Governance			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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is above expectations

- The school did not participate in the 2018 PISA assessments. The targets were exceeded in the 2019 TIMSS tests, as Year 5 and Year 9 students reached the high international benchmark in mathematics and science. Because the school has conducted only one round of National Agenda benchmark testing, there is not enough information to make a judgement on progress.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- School leaders fully support the vision and appreciate the value of the National Agenda. However, the use of PISA, TIMSS and GLPT reports to identify gaps in students' learning and adapt the curriculum varies. Procedures for measuring the effects of curriculum adaptations are partly established.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- The reading skills of the majority of students are above expectations. Most teachers are aware of students' NGRT reading literacy assessment results. The development of students' reading and learning skills are continuing priorities.

Overall, the school's progress toward achieving its National Agenda targets meets expectations.

For Development:

- Improve the use of National Agenda assessment reports to identify gaps in students' learning.
- Establish an effective way to measure the impact of actions taken on closing gaps in learning.

Wellbeing

The quality of well-being provision and outcomes is at a high level.

- Leaders promote the importance of kindness in the school's vision, and this underpins almost all aspects of the school's wellbeing provision. There are regular reviews of the happiness and satisfaction of all stakeholders. These are analysed, and the information is shared with governors. However, there is no designated governor responsible for oversight of wellbeing. Day-to-day routines and resources are well-managed and support well-being effectively. Strong support is provided from the well-run house system.
- Students and teachers are cared for in meaningful ways. Teachers are highly supportive and know their students very well. Students in turn are very confident in their abilities to access advice when it is needed. The 'Sunshine Committee' helps to support the well-being of all teachers. School leaders give this work a high priority. The school actively seeks the views of all stakeholders in ensuring that wellbeing provision is effective.
- The school purposefully plans for and implements a range of balanced curriculum and programme approaches to develop the wellbeing of student. Parents report that their children are happy in school, and students say teachers are very supportive. Healthy eating is promoted effectively. Supervisory and security staff members ensure that students are safe at school. The medical staff and school counsellor are available for any emotional or physical support that may be required. Many extra-curricular activities help to promote the positive attitudes toward daily exercise and healthy living.

UAE social studies and Moral Education

- The moral, social and cultural framework (MSC) underpins the provision of UAE social studies and moral education for all students from Years 2 to 13. The social studies curriculum is covered in weekly MSC lessons, with some elements covered in history, geography and English. Moral education has similar cross-curricular links, which extend coverage of moral themes. Social and moral issues are also covered in students' projects and assemblies.
- The curriculum is effectively planned in accordance with the MSC framework. It incorporates an appropriate balance between social studies and moral education. Teaching is based on the grade related Ministry of Education (MoE) textbooks, supplemented by teacher resources. Students' learning is assessed by a mixture of formative and summary assessments, which include presentations, comprehension exercises and quizzes. Assessments of learning accurately track students' progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate clear understanding of Islamic values, laws and etiquette. Students' attainment and progress have improved because of an enrichment programme and an emphasis on linking Islamic teachings to everyday life.
- In all phases, teachers provide opportunities for students to extend their learning through thoughtful discussions and critical analyses. These activities enhance their progress. Most students in Primary demonstrate adequate levels of understanding of Islamic concepts and the principles of worship in Islam.
- In Secondary and Post-16, students' abilities to memorise and apply the rules of recitation are inconsistent. Students' capacities to infer and quote from the Seerah and the Holy Qur'an are also underdeveloped.

For Development:

- Improve students' abilities to infer and quote from the Holy Qur'an and Hadith in everyday contexts.
- Improve students' memorisation and recitation skills of the Holy Qur'an, particularly in Secondary and Post-16.

Arabic as a First Language

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

- Lesson observations and students' recent work show that only a minority of them across three phases attain the curriculum expectations in their Arabic language skills. However, most students are making the expected progress from their differing starting points.
- Most students understand the main and implicit ideas of the literary texts being studied. However, their skills of standard Arabic and grammar when expressing opinions orally or when writing are underdeveloped.
- Recent improvements to teaching strategies, assessment procedures, reading enrichment and digital platforms all contribute to Secondary students' improved progress. However, these developments are at early stages and yet to be seen consistently across all year groups.

For Development:

- Improve students' confidence when speaking standard Arabic by providing more opportunities for extended discussions and presentations.
- Improve students' writing skills by requiring more independent, creative writing.

Arabic as an Additional Language

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

- In lessons and in their recent work, most students in Primary attain in line with the curriculum expectations. However, only a minority of students in Secondary attain these levels. Students in both phases make the expected progress in relation to their various starting points learning Arabic.
- Students in Primary recognise single words and common expressions in context. They can write and copy a range of familiar words, phrases and short sentences. However, in Secondary, students' ability to understand and communicate their learning is weak. Their reading and writing skills are underdeveloped.
- Grouping students according to their number of years of learning Arabic and their skill levels, is starting to improve the progress of students in Secondary. Nevertheless, students have too few opportunities to practice their speaking skills.

For Development:

- Increase the opportunities for students to build their vocabularies and practice Arabic speaking in everyday contexts.
- Provide students with more opportunities to develop their independent writing skills.

English

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

- Children in the FS rapidly develop their communication, pre-reading and writing skills. In Primary and Secondary, students progressively improve their knowledge and application of standard writing conventions. Secondary students use examination board guidelines effectively to plan and evaluate their own work.
- Most students are confident and articulate speakers who communicate their learning very well. Secondary students do this with precision, often supporting their opinions with relevant information derived from their analyses of texts. Students' reading comprehension skills are developing more rapidly than their writing.
- The structured phonics scheme in the FS and lower primary years lays a secure foundation for the development of students' literacy skills. Students regularly check their written work for accuracy, which is helping them to improve.

For Development:

- Provide more opportunities for students to write extensively and creatively.

Mathematics

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

- In Secondary, most students attain above the expected levels on external assessments. The attainment of boys and girls is similar throughout the school. Students' progress in lessons varies according to the level of work provided. Learning activities are more consistently challenging in the FS and Primary.
- Children in the FS successfully manipulate objects to solve numerical problems. Students in Primary are strong at mathematical reasoning. Operations with fractions are a strength of students in Secondary. Students in Post-16 can apply their knowledge of calculus successfully to perform integration by substitution.
- Students in the upper Primary years have well-developed inquiry and problem-solving skills. However, the opportunities to apply mathematics in different contexts are uneven. The development of students' critical thinking skills is irregular.

For Development:

- Provide more opportunities for the application of mathematics in different contexts.
- Improve students' critical thinking skills.

Science

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

- In FS and Post-16, the large majority of students attain above the expected curriculum standards. A majority do so in Primary and Secondary. Across the school, a large majority of students make better than expected progress.
- Students across the school have secure understanding of scientific concepts, but their practical skills, for instance, measuring, observing and manipulating equipment, are comparatively underdeveloped.
- The science teachers have been developing the skills involved with the scientific method, such as hypothesising, analysing and evaluating experimental work. This work is beginning to improve students' investigative skills, although they are weaker than their other scientific skills.

For Development:

- Improve all students' scientific skills by providing them with many appropriately challenging investigative experiences.

Learning Skills

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

- Students throughout the school are keen to engage in learning. The FS children and Primary students can work for sustained periods of time without their teachers' support. This independence is less frequent in Secondary and Post-16, where students are more dependent on their teachers.
- Students interact very well with adults and with each other. Collaboration for learning is a strength in all phases. Students take on challenges in cooperation with others. Most students are able to make connections between areas of learning and to explore learning in everyday contexts.
- Most students make effective use of learning technology for investigations and research. Critical thinking is a feature of many lessons, but it is less evident in Islamic education and Arabic lessons. In most subjects, students are using technology well to support their learning.

For Development:

- Ensure that full use is made of students' capacities for critical thinking and independent learning.

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

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

- Students' excellent behaviour contributes to the school's harmonious learning environment. Bullying is rare, and students work well together to resolve their differences. They enjoy coming to school and feel safe, valued and well-supported. They show maturity when collaborating with others during learning activities.
- With very few exceptions, students practice safe and healthy lifestyles. Most students are mature and take advantage of the numerous leadership opportunities they are given. Students know how to maintain their health through proper diet and exercise. They initiate and participate in activities that promote their overall well-being.
- Students' enjoyment of school is demonstrated in the high participation rates in all extra-curricular activities. They are almost always punctual when arriving at the school and to lessons. Attendance rates are generally high.

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

- Students have thorough awareness of Islamic values and how they relate to life in the UAE. They understand how values such as tolerance and respect contribute to social cohesion in Dubai.
- Students are well-informed about many aspects of Emirati heritage, culture and traditions. They participate in global cultural events and display awareness and respect for people from different backgrounds.
- Students demonstrate high degrees of understanding of diverse cultures, as well as pride in their own heritage. They appreciate the nature of Dubai's multi-cultural community. This is helping them to understand the interdependent nature of human existence.

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

- Students participate in many projects that have benefit to the school and the wider community. They are keen to take responsibility and volunteer for the many leadership roles available to them. For instance, returning students take good care of new students, helping them to integrate with the school.
- The basis of the positive work ethic that is evident is set in the FS, where children develop a sense of responsibility from very early ages. They make choices about their learning activities and have the resilience to concentrate on completing them.
- Students have well-developed understanding of conservation and issues of sustainability. Through a variety of student led activities they explore and seek solutions for a variety of environmental issues. They participate willingly in a range of age-appropriate community related activities.

For Development:

- Require students to explore the art and literature of other countries.
- Ensure that students always adhere to proper procedures when moving along the corridors and staircases.

3. Teaching and assessment

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

- Most teachers have good knowledge of the subjects that they teach and how students learn. In FS and Primary, they apply these particularly well to promote students' learning. Teaching quality is less secure in Islamic education and Arabic.
- Teachers ensure that the learning environment is highly conducive to learning. Most also ensure that learning activities provide appropriate levels of challenge to students. Effective questioning in almost all subjects encourages students to think critically and to explain their reasoning.
- Lessons are generally well-planned to promote understanding. However, learning objectives are sometimes too general. In Secondary and Post-16, teachers provide too few opportunities for students to learn independently. Very positive relationships are the basis of the effective classroom management evident in all lessons.

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

- Internal assessment procedures are linked well to the curriculum standards in each phase. These enable the school to track students' academic progress and personal development. This is a particularly strong feature of assessment in FS.
- The school participates in a range of external tests to benchmark students' performances against international standards. The recently introduced assessment system across all phases has improved checks on students' progress within and across the phases.
- Across the school, most teachers know their students well. However, their use of assessment information to adapt the curriculum and teaching varies in effectiveness. The quality of written guidance to students on their work is irregular in some cases.

For Development:

- Ensure that learning objectives are specific to the lessons and are achievable.
- Improve the coordination of assessments and the marking of students' work.
- Improve the use of assessment information to match work in lessons to students' learning needs.

4. 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 and the UAE MoE where appropriate. It is compliant and progresses well from phase to phase, ensuring smooth transitions by students. Cross-curricular links are planned in all phases and are most successfully implemented in FS.
- Continuity of provision and progression in students' learning is a strength of the curriculum. The ever-increasing focus on a balance of knowledge, understanding and skills is an emerging strength.
- The range of curriculum choices in Secondary and Post-16 has improved as the school has grown. The curriculum is reviewed regularly and meets the well-being needs of almost all students. These ensure that students are well-prepared for the next stages of their education and their futures.

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

- Following curriculum reviews, adaptations to the programmes of study are made to ensure that students are well prepared for external examinations. However, insufficient use is made of assessment information to identify gaps in students' learning and adapt the curriculum to close those gaps.
- The curriculum is enriched by a wide range of extra-curricular activities. Many of these activities offer students opportunities to exercise and develop leadership, entrepreneurial and enterprise skills.
- There are some opportunities for students to deepen their understanding and appreciation of the UAE's culture and society. Adaptations to support students of determination have improved since the previous inspection.
- Arabic is taught for 20 minutes a week in FS1 and 60 minutes a week in FS2.

For Development:

- Use assessment information to adapt the curriculum and thus close gaps in students' learning.
- Extend provision for knowledge, understanding and appreciation of the heritage and 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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Rigorous policies and procedures ensure the safety and protection of students and staff members. Teachers receive extensive training in child protection. Supervision is highly visible and effective throughout the campus. School transport arrangements are well-managed, closely monitored and safe.
- Provision for students' health and safety is exemplary. The school's procedures are fully understood by the staff, students and parents. All necessary steps are taken to protect students from any form of abuse. Fire and safety drills are conducted regularly, and there are routine checks on all equipment.
- The school promotes exercise and students' healthy lifestyles through the snack and meal choices provided in the canteen. The medical services in the school offer a very good range of health intervention programmes and care for students.

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

- Very positive relationships between teachers and students and are underpinned by the caring ethos and kindness shown throughout the school community. Procedures for promoting good behaviour and regular attendance and punctuality are highly effective.
- Effective systems are used to identify students of determination and those with gifts and talents. Comprehensive plans, which include appropriate curriculum adaptations and support strategies, are implemented well in most lessons.
- Expert counselling is in place to ensure the care and well-being of all students. Their welfare is monitored carefully. Older students receive effective support when considering future career pathways and deciding their further education destinations.

For Development:

- Enhance support and curriculum adaptations for students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- Provision for students of determination is well-resourced, led by a qualified staff and monitored effectively by the Inclusion Governor. The admissions policy and inclusion action plan have been revised to reflect the school's strong commitment to inclusion, and this is increasingly clear in everyday practices.
- Effective identification procedures involve teachers and parents. Once identified, the school provides additional support for students of determination to overcome barriers to learning. Well-constructed individual education plans (IEPs) are successful in promoting personal and academic progress.
- Parents are delighted with the support provided for their children, the progress they make and their growing self-confidence. They report that the care their children receive is contributing to their enjoyment of learning and their happiness in school.
- Students' progress is carefully checked, and adjustments to provision are made when further support is needed. However, in a few lessons, teachers are more focussed on students' completion of tasks rather than their acquisition of knowledge and their skills as independent learners.
- Across the school, there is consistency in the implementation of students' IEPs by teachers and learning support assistants. As a result, the majority of students make better than expected progress towards their learning goals, and their personal development is enhanced.

For Development:

- Ensure the development of students' independent learning skills, with less focus on the completion of tasks.

6. Leadership and management

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

- The headmaster and other senior leaders work together as an effective and cohesive team. They are clear about the school's vision and are highly committed to its success. With the full support of all staff members, they ensure that students' well-being and academic achievements are at the heart of the school. The wide distribution of leadership roles contributes to a shared purpose. However, a few leaders lack the necessary skills to improve outcomes in their areas of responsibility.
- Rigorous self-evaluation procedures provide school leaders with a generally accurate picture of the school's performance. This information, together with their analyses of assessment information, guides improvement planning. While improvement plans are extensive, they are too general and may not identify all improvement priorities clearly enough. In a few areas, the school has an optimistic view of the rate of improvements.
- The strongly supportive parents appreciate the visibility and accessibility of senior leaders and the teaching staff. They value the communication and are very well-informed about the academic progress and personal development of their children. Parents appreciate the caring and inclusive nature of the school and believe that their children are safe and valued. They say that they are listened to and are able to make positive contributions to the life of the school.
- Governors understand their responsibilities for holding the school to account and effectively carry out their roles as critical friends. Through regular visits, governors have very good understanding of the school's performance. They actively support leaders in pursuing the National Agenda targets. They ensure that, when necessary, additional resources are made available to improve the quality of teaching and learning.
- The school runs efficiently on a daily basis. The teachers are well-qualified and benefit from a wide range of training opportunities. The library is well-stocked and provides a welcoming centre to support research and reading. The school premises and classrooms provide excellent facilities for teaching and learning. They include extensive high-quality areas for physical education and sports.

For Development:

- Require middle leaders to evaluate the effectiveness of teaching, learning and students' progress in their subjects.
- Ensure that all development plans clearly identify the priorities and the actions needed.

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