



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Inspection Report

Brighton College, Abu Dhabi

Academic Year 2014 – 15

Iqraa

Brighton College, Abu Dhabi

Inspection Date	22 – 25 September 2014
School ID#	209
Licensed Curriculum	English National Curriculum
Number of Students	1219
Age Range	4 – 17 years
Gender	Mixed
Principal	Alun Yorath
School Address	Bloom Gardens, near Khalifa Park, Abu Dhabi
Telephone Number	+971 (0)2 815 56500
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Official Email (ADEC)	brightoncollege.pvt@adec.ac.ae
School Website	www.brightoncollege.ae
Date of last inspection	11 – 14 June 2012

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND A;	GRADE 2
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The main strengths of the school are:

- the Head Master provides high quality strategic leadership and direction that very effectively drives the improvement agenda
- staff have a strong commitment and dedication to supporting students' personal and academic development
- students display very high levels of respect for others, motivation, self-discipline and accept responsibility for their own learning
- the school has implemented effective systems to monitor and review student progress, identify improvement areas, plan interventions and create agreed learning goals
- effective programmes for supporting the academic progress of students with special educational needs and those who speak English as an additional language
- high quality facilities and the strong care and guidance structures throughout the school create an exciting, caring and safe environment in which students are happy and enthusiastic learners.

The main areas for improvement are:

- continued focus on ensuring that all lessons stretch and challenge high achieving students by sharing the very good practice established in other lessons
- continued development and improvement in the quality of teaching and learning in Arabic, Islamic education and social studies.

Introduction

The school was inspected by 5 inspectors. They observed 81 lessons, conducted several meetings with senior staff, heads of department, support staff, students and parents. They analysed test and assessment results, scrutinised students' work, analysed the 44 responses to the parents' questionnaire and considered many of the school's policies and other documents. The Head Master and senior staff were involved throughout the inspection process, and undertook 4 joint observations of lessons.

Description of the School

Brighton College opened in September 2011 and is in Bloom Gardens, near Khalifa Park, Abu Dhabi. The school's vision is "to become the 'first choice' British curriculum school in Abu Dhabi for children aged 3 – 18 and be internationally recognised as a leading British school in the Middle East". The mission is to 'strive to turn out well-educated, tolerant and intellectually curious men and women who are ready to take a full, active and positive role in the life of Abu Dhabi, the United Arab Emirates and of our world. We support children to achieve their best by creating an ethos of excellence in all that we do through a traditional yet innovative curriculum and outstanding pastoral care.'

The student population is 1219, with 52% being girls. The school has students from Foundation Stage (FS) to Year 12. There are 222 children in FS, 402 students in Years 1 to 5, 336 in Years 6 to 9 and 259 in Years 10 to 12. The school follows the English National curriculum. The Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies. Students take GCSE (General Certificate of Secondary Education) and IGCSE (International General Certificate of Secondary Education) examinations in Year 11. The first group of students entered Year 12 in September 2014 to begin their two year A-level courses.

The school caters for students from many different nationalities: 38% from United Kingdom (UK), 17% Emirati, 12% European, 9% from other Arab States, 7% North American and 17% from other nationalities. Of these, 34% of students are Muslim. The school has designated 6% students as having special educational needs (SEN), with most having learning difficulties; 5% require language support as they speak English as an additional language (EAL); 9% are identified as Gifted and Talented (G&T). Admission to the school for Year 2 and above is determined by interview and an entrance test to ensure that students are able to access the curriculum.

The Head Master has been in post since August 2014, but was previously in the school between August 2011 and December 2012, some of that time as acting Head Master. The leadership team comprises of the Head Master, the deputy

Head Master and the heads of the Pre-Prep, Prep and Senior sections. The proprietor is Bloom Education and the Governing Body is responsible for overseeing the effectiveness of the school. The school has 125 teachers, with a 25% turnover last year. The fees range from AED 47,530 to AED 72,680, which are in the premium category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Brighton College, Abu Dhabi is a very good school and in some areas it is outstanding. The Head Master provides high quality strategic leadership and direction. There is very good quality leadership at all levels. Students make very good progress throughout the school and the results of the first Year 11 to take GCSE examinations were significantly above international standards. The school buildings, the personal development, care and guidance are all outstanding. This creates an environment where students are safe, highly enthusiastic and energised.

Teaching and learning in most subjects are very good and, in some lessons, outstanding; students make very good academic progress. The quality of teaching and learning in Arabic, Islamic education and social studies has improved since the last inspection, though it remains below the quality achieved in other subjects.

Students' attainment & progress

Students' attainment and progress are very good in most lessons and outstanding in some. In many lessons, students are working above age-related expectations. Attainment and progress are very good In English, mathematics, science and information, communication and technology (ICT). In Arabic, attainment is satisfactory and improving and progress is good. Both attainment and progress are satisfactory and improving in Islamic education and social studies. In other subjects, attainment and progress exceed expected levels.

Levels of attainment are consistently high across the school and in most subjects. In FS and Years 1 and 2, students make rapid progress as a result of high quality, age-appropriate teaching methods. Progress continues to be very good throughout the Prep and Senior years. By Year 11, attainment is outstanding in most subjects and is well above GCSE curriculum expectations. For example, 87% of the 2013 – 14 cohort achieved 5 or more A* to C grades in GCSE, including English and mathematics. Progress in Arabic, Islamic education and social studies varies from satisfactory to good. This does not match the progress made in other subjects.

The acquisition of the basic skills in speaking, listening, reading and writing is very good for both boys and girls. Students with SEN and those who speak English as an additional language receive very effective and well-organised support, resulting in very good gains in their attainment levels. High achieving students' progress ranges between very good and outstanding in most lessons. In a few lessons, there is insufficient challenge for the higher achieving students. Effective assessment and use of data promotes high quality interventions and support for students.

Students' personal development

Personal development in all sections of the school is outstanding. Highly respectful relationships between all adults and students create a vibrant environment where students are happy and enthusiastic learners. Students' positive attitudes to learning and high standards of self-discipline help them enjoy all the school has to offer. This is reflected in their high rate of attendance (95%) and punctuality. There is a proactive approach to tackle the rare incidents of bullying which includes a safe environment for students to talk.

The school community is highly cohesive. The systems and procedures to support students and reinforce the positive ethos are promoted strongly through the tutorial and house system. Students show great respect for one another and their different cultures. This is further reinforced by the values and heritage of the UAE that are widely promoted throughout the school. Students at all ages are given leadership opportunities to develop their social and interpersonal skills that will support them in their future lives. They demonstrate excellent awareness of how to lead safe and healthy lives.

The quality of teaching and learning

The quality of teaching and learning is very good in most lessons and subjects. In some lessons, planned activities of exemplary quality enable fast-paced learning and stretch and challenge students to demonstrate their problem solving, decision making and higher level thinking skills. Teachers are well qualified for the subjects they teach, have strong subject knowledge and use a variety of effective teaching styles and strategies. Their skillful and targeted questioning, use of purposeful pair and group work significantly enhance learning. In Arabic, Islamic education and social studies, teaching and learning is satisfactory, with signs of improvement. Relationships across the school and in lessons are excellent. Students respond very well to their teachers and are happy, cooperative and highly motivated.

In FS, children have excellent opportunities to learn through discovery, play and interactions with one another and adults. Across the school, assessment is used

very effectively to plan activities and support for students' varying needs. In particular, self and peer assessment, and target setting are used successfully to accelerate students' progress. Good planning, challenging activities, independent and collaborative learning opportunities enable students to make very good progress in most lessons. The well-targeted deployment of support staff makes an important and positive contribution to student progress.

The highly structured appraisal and comprehensive professional development programmes enable teachers to access support for their identified individual needs. This leads to teachers agreeing improvement goals, which are rigorously monitored to ensure they have the required impact on enhancing students' progress.

Meeting students' needs through the curriculum

The well-planned, broad and balanced curriculum is very good and, in some aspects, outstanding. It is particularly successful in motivating students and developing their independent learning skills. The FS curriculum is imaginatively planned, with a strong emphasis on communication skills, personal and social development and activity based learning. In the Prep and Senior school, the curriculum provides a diverse range of experiences and opportunities, offering many subjects leading to GCSE qualifications at the end of Year 11. The newly established A-level provision has an impressive menu of subjects, giving students multiple combinations to choose from in preparation for their next stages of education and employment. The students have exciting opportunities to study art, music, a range of different languages, drama and a variety of options in the senior school. Very good planning and high levels of support ensure the curriculum meets the needs of SEN students and those with specific language learning needs. G & T students are highly challenged by the good and, sometimes, outstanding practice in most classrooms. In a small minority of lessons, curricular plans are not always adapted to meet the needs of students identified as higher achievers.

An outstanding range of well-planned extra-curricular activities enriches the curriculum. There are 150 clubs for students to choose from and they make a significant contribution to students' academic and personal development. They include a wide range of sporting, artistic, musical and other activities to provide exciting enrichment for students' learning. There is a very strong emphasis on promoting the UAE values and heritage, particularly through the social studies curriculum and the 'Story of our Land' programme.

The protection, care, guidance and support of students

The protection, care, guidance and support in the school are outstanding. This creates a safe environment, where students can thrive as excited and enthusiastic learners. The positive school ethos is reinforced by the highly effective pastoral system, with form tutors and house leaders having joint responsibility for the welfare, guidance and support of students. The very effective support network provides strong academic and pastoral support for SEN students and those with specific language learning needs.

Very clear behaviour expectations are well established throughout the school. Students demonstrate highly impressive levels of self-discipline and a very mature attitude in accepting responsibility for their own learning. They have excellent opportunities to develop leadership skills in all phases of the school. The child protection policy is in place and staff are fully aware of its application and their responsibilities. The school has effective procedures to monitor attendance and punctuality. The first aid facilities and trained staff provide excellent care for students. There are separate facilities for prayer for boys and girls.

The quality of the school's buildings and premises

The modern buildings provide an outstanding environment for learning. Prep and Senior students have access to huserooms and are fully involved in their design and layout. The 10 well-equipped science laboratories provide exciting opportunities for students to learn through applying their knowledge in practical ways. The large and impressive theatre, 2 dance rooms, several art rooms and a well-designed suite of music classrooms and practice rooms provide excellent facilities. The 6 computer laboratories, a Pre-Prep computer room and 6th form computer area enable students to develop and practice their ICT technology skills. Classrooms are spacious and create opportunities for the use of a wide range of teaching and learning strategies.

To create a variety of physical and sporting opportunities for students, there is an extensive range of facilities. These include a large multi-purpose gym, a smaller gym for Pre-Prep students, a swimming pool, a fitness room and an Astro turf field for various sports. There are some shaded outdoor areas, including an equipped play area for FS children. There are insufficient outdoor shaded areas to accommodate the needs of an increasing student population. There are two reasonably sized school libraries; there are plans in place to relocate and enhance the quality of all the library facilities.

Security is extremely well organised throughout the campus. There is a dedicated health and safety staff member who ensures that all major equipment is regularly

checked. Regular emergency evacuation practices take place and all exit routes are very well signposted.

The school's resources to support its aims

There are very good resources for supporting the school's aims. Staff are sufficient in number, well qualified and have very good subject knowledge. The post-16 staffing is particularly generous which allows the school to maximize the students' range of subject options. Additional staff provide high quality support, particularly for Pre-Prep, SEN and EAL students. The high quality resources enable teachers to create innovative activities to stimulate students' interests and make learning fun. FS teachers have a wide range of resources to help students learn through discovery and play.

Resources in classrooms are high quality and contribute significantly to the quality of students' learning. The excellent science resources enable students to learn through applying their knowledge in hands-on practical activities. The well-equipped ICT rooms are used very well to promote students' 21st Century skills. All classrooms have smart boards, which are often used imaginatively by teachers. The library resources are currently limited for the growing number of students, particularly in the 6th form. The number of Arabic books is limited across the school; there is a small but good Islamic library, which was set up by parents.

The music suite is very well resourced and enables students to learn to play a wide range of instruments. There are high quality resources to support learning in art and design and technology, and some of the students' outcomes are celebrated in the colourful displays that adorn the school corridors. Sports facilities and resources are plentiful and include high quality equipment in the fitness room. The storage and consumption of food in the canteen and the storage of hazardous chemicals in science areas meet all necessary requirements.

The effectiveness of leadership and management

The quality of leadership and management is very good. The Governing Body has highly effective and rigorous accountability systems in place to ensure that the leadership team meets agreed goals and that school improvements targets are being achieved. The Head Master provides high quality strategic leadership. In his short time in post, he has fully engaged the whole school community in focussing on continuous improvement. The Head Master is ably supported by an energetic and passionate group of senior and middle leaders.

On a daily basis, the school runs extremely well. It has a calm and welcoming atmosphere. It provides a safe, yet vibrant environment where students take pleasure and pride in their learning. Lesson observations are carried out by senior

and middle leaders as a key part of the effective and well-structured whole school appraisal process. Observations are followed up rigorously to ensure that identified improvements are achieved and embedded in classroom practice. Assessment structures are highly effective throughout the school. Thorough and regular monitoring of student progress is undertaken at all management levels. It results in the identification of improvement areas, planned interventions and learning goals for students.

The self-evaluation form (SEF) is very well constructed, has comprehensive analysis and evidence and is very accurate in its own assessment of the quality of present educational provision. The School Development Plan (SDP) is also well structured and aligned very well to the SEF. The school has good links with parents, with each class having a parent representative. The 'Osra' (Arabic word for family) parent-led committee provides further support for the school. Most parents have a very positive view of school and praise the quality of education and care their children receive. Some parents have concerns about the admissions process. There are appropriate procedures in place for dealing with parental complaints.

Progress since the last inspection

Since the last inspection, there has been a significant improvement in the systems of assessment of student progress. Regular monitoring at all management levels is rigorous. It leads to all students having learning goals, together with plans for intervention and high quality extra support for identified students.

The quality of teaching and learning in Arabic, Islamic education and social studies has improved since the last inspection as a result of intensive support. However, the quality is still well below that reached by all other subjects across the school.

The improvement planning in the school has improved significantly and the SEF and SDP are now fully integrated and provide a very good strategic picture of the next stages of development.

What the school should do to improve further:

1. Continue to enhance the existing very good and outstanding practice in most classrooms by ensuring greater consistency in providing challenge for the higher achieving students.
2. Continue to develop and improve the quality of teaching and variety of learning opportunities in Arabic, Islamic education and social studies to further close the gap in quality with that achieved by other subjects.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								