

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

OUTSTANDING

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Dubai
College

Celebrating
10 years of
inspections

DUBAI COLLEGE

UK CURRICULUM

Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management	21
The views of parents, teachers and senior students.....	22

School information

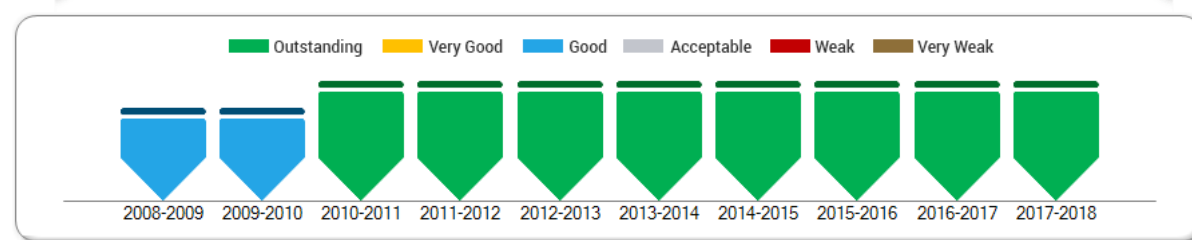
General information	
Location	Al Sufouh
Type of school	Private
Opening year of school	1978
Website	www.dubaicollege.org
Telephone	0097143999111
Address	P. O. Box 837 Junction 331 Hessa street Umm Suqeim, Dubai
Principal	Michael Lambert
Principal - Date appointed	1/9/2015
Language of instruction	English
Inspection dates	9 to 11 October 2017

Teachers / Support staff	
Number of teachers	100
Largest nationality group of teachers	UK
Number of teaching assistants	0
Teacher-student ratio	1:9
Number of guidance counsellors	4
Teacher turnover	12%

Students	
Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Year 7-Year 13
Number of students on roll	921
Number of children in pre-kindergarten	0
Number of Emirati students	8
Number of students with SEND	34
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE, A level
Accreditation	BSO, COBIS
National Agenda benchmark tests	GL, CAT4

School Journey for Dubai College



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

Summary of inspection findings 2017-2018

Dubai College was inspected by DSIB from 9 to 11 October 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school is led very well by a very effective principal. Based on very secure self-evaluation and with the full support of the governors, the strong leadership team is successfully helping the school to innovate and improve further in almost all areas of its work. Parents are well informed about their children's progress and kept abreast of the school's development. The facilities and learning environment support the wide range of school activities.

Students' achievement

Students have excellent learning skills. Their achievements in English, mathematics and science are outstanding throughout the school. Students' performance in Islamic education and Arabic as an additional language is good, but in Arabic as a first language there are weaknesses. Students achieve very high standards in sports, music and the arts.

Students' personal and social development, and their innovation skills

Students are positive, responsible and self-reliant learners. They have an excellent work ethic and determination to succeed. Students care for each other and are respectful of their teachers. They demonstrate an outstanding appreciation of the different ways in which Islamic values are interwoven into the fabric of society in the UAE. They are tolerant of others and enjoy the diversity of the school.

Teaching and assessment

Most teachers use stimulating and varied methods. They plan lessons very well and use information and communication technology (ICT) and other resources very effectively to enhance learning. In the large majority of lessons, their skilful questioning checks students' understanding and promotes critical and innovative thinking. Teachers assess and track students' progress very systematically in both phases.

Curriculum

The school has skilfully adjusted the curriculum to make it comply with recently introduced changes in the UK and UAE requirements. It is rich and successfully inspires students to be enterprising and innovative. It includes opportunities to work with local and national organisations. There is an impressive extra-curricular programme which students enjoy.

The protection, care, guidance and support of students

The school has comprehensive policies and rigorous procedures to ensure students' health and safety. Healthy living is systematically promoted and most students engage in regular recreational sporting activities. Systems and procedures for identifying and meeting learning needs of students are effective. The school places a strong emphasis on the care and welfare of students.

What the school does best

- The strong leadership with a high capacity for innovation and continuous improvement
- The outstanding standards of attainment in English, mathematics and science
- High quality standards of teaching across the school
- The rich and innovative curriculum and extra-curricular programme with opportunities for students to excel in a wide range of academic subjects, sports and performing arts
- Students very positive attitudes to learning, their initiative and efforts to achieve excellent standards in all that they do.

Key recommendations

- Improve students' progress in Arabic.
- Monitor the effect the pastoral programmes and procedures are having on students' health and well-being.

Overall School Performance

Outstanding

1. Students' Achievement

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

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

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	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

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

6. Leadership and management

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

National Priorities

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 the school's targets:

- Attainment as indicated by the National Agenda Parameter (N.A.P) tests is above expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- Senior leaders are fully committed to implementing the National Agenda. The action plan addresses almost all key strategies but does not include the on-going training of staff.
- Senior leaders conduct rigorous and accurate analyses of students' cognitive abilities (CAT4) and National Agenda test results.
- Staff are working skillfully to modify the curriculum to take account of TIMSS and PISA test requirements.
- Teachers are increasingly using the results of CAT4 tests to alter teaching approaches. Thinking skills are often promoted in lessons but open-ended investigations and debate are less common.
- Students' learning skills are of very high quality. Research skills are developed in a good range of ways.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership.

ii) Learning and Intervention. iii) Personalisation

- School leaders display a thorough understanding of the learning needs of Emirati students. Parents are successfully involved in supporting and making decisions on learning priorities. Personalisation of interventions is encouraged and expectations are consistently high.
- Staff gather data effectively and analyse it well to provide advice for intervention in the classroom. General classroom practice promotes effective learning for all students and in the large majority of lessons, the development of verbal reasoning is an integral part. Very positive final outcomes testify to the effectiveness of the approaches, although teachers miss some opportunities to develop the students' verbal reasoning skills, in particular, in Arabic.
- Curriculum personalisation for all students is exceptionally strong. The school monitors progress well and provides individual guidance. This has a positive impact for Emirati students to further develop their verbal reasoning skills.

The school's provision for raising the achievement of Emirati students is above expectations.

Moral Education

- Most moral education content is taught from Years 7 to 10. This is integrated appropriately within the school's curriculum. Transitions between phases are seamless and progression is smooth.
- Teachers pitch moral education at an appropriate level to help students access the content. Most teachers try to make lessons personalised, differentiated, engaging and challenging.
- Students consistently share their prior knowledge and understanding and explore the concepts of the programme. They consistently apply their understanding to personal, local and global contexts.
- The assessment of moral education takes account of how students feel, think and act. Reports to parents include students' personal and social outcomes.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The school integrates social studies into its humanities subjects. Most UAE social studies learning outcomes are planned from Years 7 to 9.
- The majority of teachers demonstrate an acute awareness of the UAE social studies initiative. Teachers have a secure knowledge of their subjects and know how to teach them well. They plan lessons effectively.
- Students are enthusiastic and willing to learn about the UAE when the opportunities are given to them. Students make frequent, valid connections between areas of learning.
- The assessment of UAE social studies is embedded in the separate subjects, but not all UAE social studies learning outcomes are assessed.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- In almost all subjects students demonstrate innovative thinking and creativity. They use ICT well for research and to record and share their learning.
- Teachers present tasks and ask questions to encourage critical and creative thinking. Their lesson plans systematically include elements of innovation and critical thinking.
- The school has an impressive range of intellectual, artistic and sporting extra-curricular activities many of which are initiated and organised by older students.
- The curriculum provides many opportunities for the development of students' innovation skills. Many teachers are exploring the use of innovative resources and techniques to stimulate innovation.
- Senior leaders are promoting innovation in the school by encouraging and supporting staff in all departments to enhance students' learning with well-considered uses of digital technologies.

The school's promotion of the innovation agenda is developing well.

Main inspection report

1. Students' achievements

		Secondary	Post-16
Islamic education 	Attainment	Good	Good ↑
	Progress	Good	Good

- Most students demonstrate a secure understanding of Islamic concepts, can build on their prior knowledge confidently and link their learning to real life scenarios and their own lives.
- Students make good progress in linking aspects of the Hadith they are learning with Islamic ethics, concepts and etiquette.
- Students in the upper grades demonstrate good skills in assessing and analysing their points of view in the light of Islamic rules and beliefs, such as assessing the importance of Tawheed.

For development

- Develop students' research and recitation skills.

		Secondary	Post-16
Arabic as a first language 	Attainment	Weak	Not applicable
	Progress	Acceptable	Not applicable

- The attainment for the small number of students studying Arabic as a first language is weak in all four skills. However, overtime, most students make steady progress in listening and responding, reading familiar texts and aspects of writing.
- Although most students make progress in the understanding and comprehension of text and spoken dialogue, their ability and confidence to interact with fluency is variable. This is especially evident in lessons with only one student.

- Teachers have improved the range of teaching strategies and use of ICT, since the last inspection. This makes lessons more interesting and relevant to students' lives.

For development

- Identify clear standards and rubrics for the level descriptors in all four skills and use these as guideline for individual student's progress.

		Secondary	Post-16
Arabic as an additional language 	Attainment	Good	Not applicable
	Progress	Good	Not applicable

- The majority of students demonstrate good listening and speaking skills. This is evident in their ability to build on prior vocabulary and engage in meaningful dialogue with the teacher and peers on a specific topic.
- Students reading and writing skills are developing well. However, this is not yet fully reflected in the reading and writing of a few students.
- The use of the language in everyday situations, has helped most students to become more interested and engaged in the learning activities, as they can relate lessons to the use of the language outside the classroom.

For development

- Use writing rubrics to assist in developing students' extended writing.

		Secondary	Post-16
English 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Students make outstanding progress in almost all lessons. They are all developing the four language skills rapidly. The quality of their thinking is very high and they can debate various topics using rich vocabulary. Almost all students can produce excellent written work.
- Students are avid readers, partly because they have scheduled opportunities to read silently during the week and also because they have access to a rich collection of books in English.

- Students are developing strong skills in analysing literature when they participate in 'Harkness' style sessions.

		Secondary	Post-16
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Almost all students make better than expected progress in both phases, leading to high levels of attainment in national examinations. Tests of cognitive ability show that students are highly able, and a large majority exceed the predictions in external progress tests.
- Students are particularly able in algebraic manipulation and other mathematical techniques. TIMSS results indicate that secondary students have broadly comparable knowledge and understanding across the branches of mathematics.
- Teachers have successfully implemented the updated National Curriculum while maintaining high levels of students' performance. Some indicators of attainment suggest that boys perform better than girls at secondary. Post-16 students are very able mathematicians.

For development

- Monitor boys' and girls' achievement, particularly in relation to reasoning, with interventions to address any differences.

		Secondary	Post-16
Science 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Most students' attainment continues to be above the relevant curriculum standards in both phases and they make better than expected progress. International benchmarking shows consistently high students' outcomes in both phases.
- In the secondary phase, most students are highly successfully in applying their newly acquired knowledge and understanding to the problems presented to them during lessons. They are skilled in making decisions about practical methods and data collection.

- Post-16 students demonstrate mastery of increasingly complex scientific processes and can apply scientific concepts. This occurs more rapidly and securely when students are required to work independently, and take responsibility for planning and organising aspects of their own learning.

For development

- Extend the highly effective departmental practice of requiring students to make some decisions about practical methods and data collection, so that it becomes a routine part of every students' experience of learning science.

	Secondary	Post-16
Learning Skills	Outstanding	Outstanding
• Students' learning skills remain very strong in both phases of the school. They are enthusiastic, independent and responsible learners who understand their own strengths and take action to improve when necessary. They interact very well and collaborate effectively to achieve common goals. • Students apply their learning to their lives and make meaningful connections across different subjects. They are able to communicate their learning in many different ways, including the creation of videos and web logs. • Students are innovative and enterprising. They can find things out for themselves using books, artifacts, documents and information technology. They are habitual problem solvers and critical thinkers in almost all subjects.		

For development

- When appropriate, permit students to make more choices about their methods of enquiry, especially in science lessons.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding
• Students' attitudes and behaviour remain outstanding in both phases. They are positive, responsible, self-reliant learners who thrive on constructive criticism. Students care for each other at all times and are respectful of their teachers and other adults. They are tolerant of others and celebrate the diversity of their school. • Students practice safe and healthy living with very few exceptions. They are prudent and mature members of the school community who know how to maintain their health through proper diet and exercise. They initiate and participate in activities that promote overall well-being.		

- Students' attendance rate is very high in the school's records, but was lower during the inspection week. Students are almost always punctual when arriving at the school and to their individual lessons.

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

- Across all phases of the school, students demonstrate outstanding appreciation of the different ways in which Islamic values are interwoven into the fabric of society in the UAE.
- The wide range of enrichment days, activities and debates continue to develop students' understanding and appreciation of the multi-cultural nature of Dubai and their understanding and appreciation of other world cultures.
- Recent additions to the curriculum have enabled students to develop a deeper understanding of the UAE culture, its historical context and traditions.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- School staff actively foster a strong sense of social responsibility in all students. Students use their initiative to plan and engage as volunteers in a range of imaginative activities that have a positive impact on the wider community.
- Students have an excellent work ethic and determination to succeed. They take responsibility for their own learning, are creative and resourceful. They manage their own projects and make reasoned decisions. A significant number initiate entrepreneurial activities that bring about social benefit.
- Students care for their school, the wider community and their environment. Student committees are highly successful in galvanising student interest and engagement in a range of projects and activities that improve the school as well as the local and wider environment.

For development

- Explore further ways of developing students' leadership skills.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
- Almost all teachers have exceptional subject knowledge. Most teachers, including some who are new to the school, use stimulating and varied methods to draw excellent learning from students, whilst others use more traditional strategies. - Lessons are planned well and make effective use of time and resources, including technology, to augment achievement of the learning objectives. Teachers' questioning stimulates and checks students' learning, and the most able students' contribution often enhance the learning of others. - In the large majority of lessons, critical and innovative thinking are encouraged through questioning. The high pace of learning and challenging deadlines occasionally limits the time for student-generated and opportunistic learning.		
	Secondary	Post-16
Assessment	Outstanding	Outstanding
- Teachers assess students' progress systematically in both phases. They use appropriate internal measures and results from a range of external tests, to ensure that their judgements and reports to students and parents on students' attainment are accurate. - Tracking of students' progress is very strong. Staff monitor and record in detail the performance of individual students across subjects. Teachers make effective use of cognitive abilities tests (CAT4) to improve their understanding of the potential achievement of individual students. - The school has improved its use of assessment results to modify the curriculum and teaching approaches. Teachers know their students well. The provision of personalised challenge, support, and feedback is of high quality in almost all subjects. Students have opportunities to assess their own learning.		
For development		
Use assessment information to alter and improve teaching approaches more consistently across phases, subjects and teachers.		

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum has a very clear rationale which meets the aspirations of the UAE. It is fully compliant with all of the requirements of the National Curriculum for England (NCfE). It is broad and balanced with coherent progression from secondary into post-16.
- The school continues to offer an excellent range of subjects at both secondary and post-16 phases. All of the changes required in response to those in the NCfE, and improvements arising from the last inspection, are now in place.
- The school undertakes an annual review of its curriculum. As well as other improvements, the cross-curricular components of social studies and moral education have been established and all post-16 students receive a timetabled university preparation course.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is planned very effectively to meet the needs of all students, including those with SEND. The diverse needs of the most able students are provided for very effectively. The extended projects provide students with suitable challenges.
- The curriculum is rich and successfully inspires students to be enterprising and innovative. There is an impressive range of extra-curricular activities within which older students take significant responsibility for initiating and organising.
- The UAE social studies programme promotes students' understanding of Emirati culture and UAE society. In addition, the active participation of students in a wide range of sporting and charitable events helps them to appreciate aspects of life in Dubai.

For development

- Make references in relevant subjects to key Arabic contributions to human knowledge, and develop the school environment by adding displays and artefacts which promote students' knowledge and understanding of Emirati culture and UAE society.

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

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

- The school has comprehensive policies and rigorous procedures to ensure students' welfare and safety, including child protection. All staff receive regular training on child protection. Students are well informed on issues such as cyber bullying.
- The school premises and its facilities provide an impressive physical environment that is conducive to high quality learning. Comprehensive records are kept of the prompt action that is taken to rectify any deficiencies identified during the weekly maintenance checks.
- The school promotes healthy living systematically. Students engage in regular recreational sporting activities. They can choose healthy food from the canteen. The school takes great care to manage safety arising from the building work on the school site.

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- Staff-student relationships are extremely positive and students demonstrate exceptionally high levels of respects for all staff, visitors and each other. Systems and procedures for the identification of SEND and students who are most able are very accurate.
- The school has robust policies, systems and procedures for managing students' attendance and punctuality. Teachers meet the needs of students with SEND very well and most lessons encourage the most able students to excel.
- School staff place a very strong emphasis on the care, guidance and support for students. Staff monitor students' personal development closely. Senior leaders have made changes to improve the health and well-being of students. Comprehensive careers information and guidance is provided for senior students.

For development

- Monitor the impact of the recently introduced approaches to improving the care and welfare of students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The governors and school leaders demonstrate a commitment to inclusive education. Policies encourage applications from students with SEND, and although the other admissions criteria must be met, the school prioritises adaptations to the curriculum to meet all students' needs.
- Students with SEND are a small proportion of the school population and their learning needs are assessed accurately. Teachers plan appropriately to overcome most barriers to learning. The specialist advice provided for teachers enables effective planning and academic support to take place.
- Parents are fully involved in their children's personalised learning programme. They respect the inclusive ethos of the school and feel that issues and difficulties that naturally arise are solved swiftly and sympathetically by school leaders.
- Almost all teachers plan effectively to match teaching to the learning needs of students with SEND. Teachers recognise the need to challenge and support students appropriately. The buildings are not fully adapted to meet the needs of students who use wheelchairs.
- Almost all students with SEND make at least good progress. As a result, outcomes at the end of Year 11 are exceptional. Teachers' and leaders' high aspirations are appropriately shared with students. The feedback given by staff enables students to focus effectively on how to improve outcomes still further.

For development

- Examine how the emotional well-being of any vulnerable students with SEND can be further assured so that they can feel confident in their personal contribution to lessons and to the school.

6. Leadership and management

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

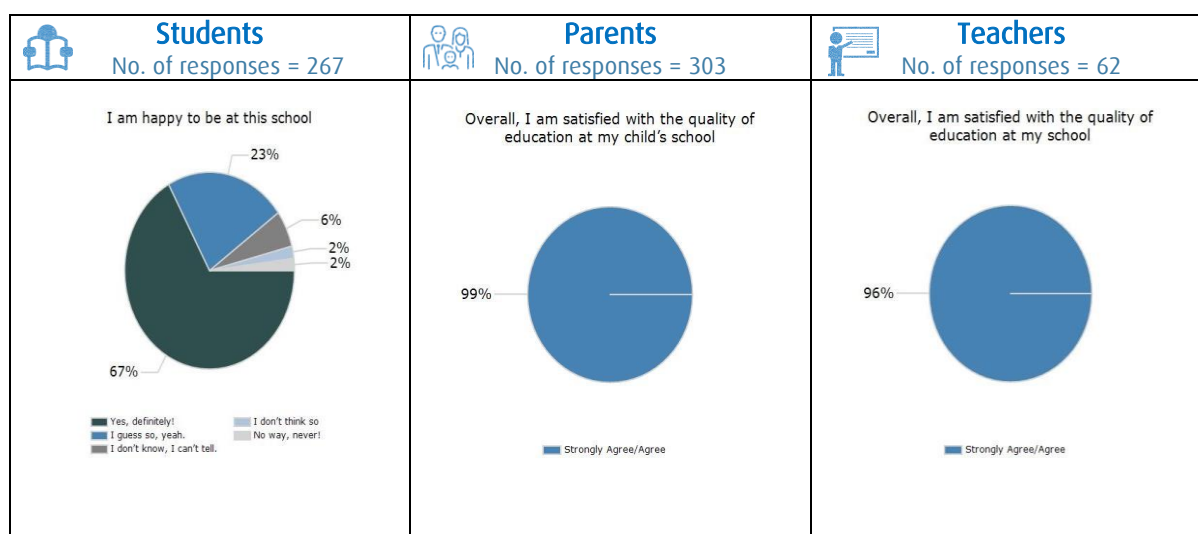
- The principal provides a strong lead to the whole school community and communicates very well the school's ambitious vision. As a result of the drive of the senior team, and the skills of teachers and all the other leaders, the school has a high capacity to innovate and continue improving. The school is selective and provides an inclusive ethos for all entrants.
- The school has a well-organised and systematic approach to self-evaluation that provides leaders and other members of staff with accurate information on the school's performance. This information is used very well to plan improvements in each area of the school. Senior leaders have responded well to the last inspection report. However, the efforts to improve and sustain students' performance in Arabic have not been wholly effective.
- Parents are actively involved in their children's education and support the school very well. Communication between the school and parents is very good. Through a variety of media, parents are fully informed on forthcoming school events, school achievements and their children's progress and attainment. Beneficial links have been formed with local and international schools and organisations.
- The governing body has expertise in education. Some of the governors are parents of children in the school. Through surveys the board knows the views of parents. It is effective at holding the school to account for its performance and is developing a more rigorous approach for monitoring key areas of its work. The board is making a substantial investment in extending the accommodation.
- The school is managed very efficiently on a day-to-day basis. It is staffed with well-qualified talented teachers who have a very good knowledge of their subjects and how to teach them. The impressive continuous professional development programme is tailored to meet the specific needs and aspirations of teachers. The premises and specialist facilities provide a very good learning environment.

For development

- With the full support of the board, the school should draw on its expertise in additional language teaching, assessment and classroom practice to improve learning and teaching in Arabic.

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.



 Students	Almost all students who responded to the survey are very happy with almost all aspects of school life. They like the wide range of subjects and extra-curricular activities. Students think teaching is very good and teachers provide very helpful feedback on their work. The majority of students feel that they have a little choice in deciding class activities.
 Parents	All of the parents who responded to the survey are satisfied with the quality of education provided by the school. They said their children are happy at school and can take part in a wide range of extra-curricular activities. In line with inspection findings, they were less content with the provision for Arabic.
 Teachers	All of the teachers who responded to the survey are satisfied with the quality of education provided by the school. They feel there is trust and collegiality among members of staff and the school provides a good range of resource. Almost all consider the school is well led and are happy to work in the school.

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