

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

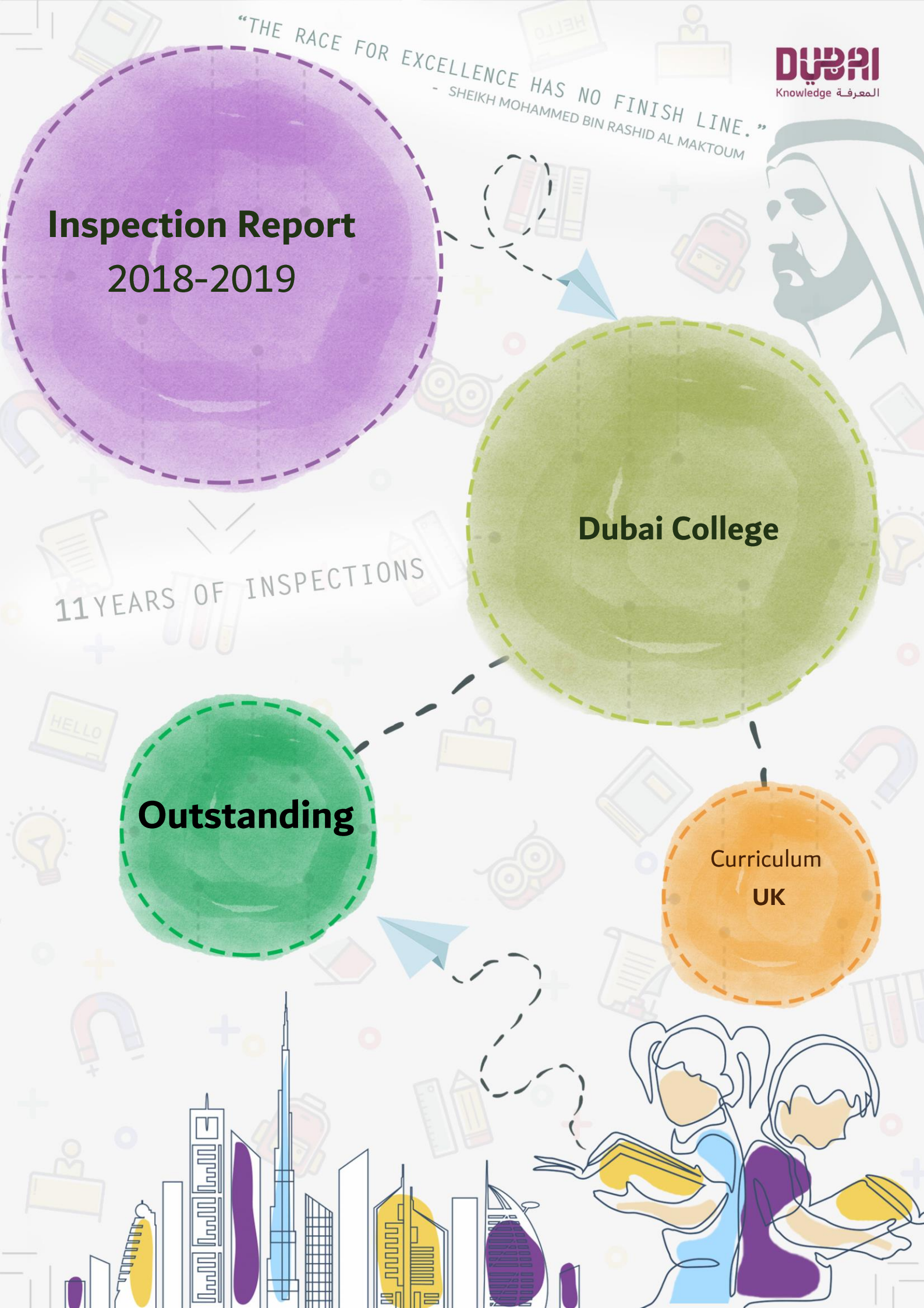
Inspection Report 2018-2019

Dubai College

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



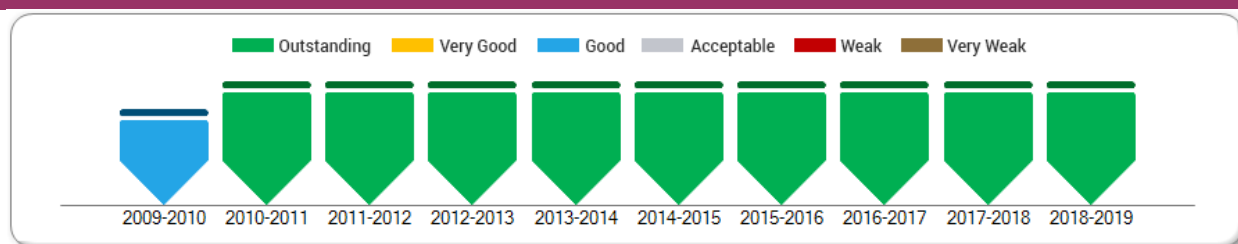
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School Information

General Information	 Location	Al Sufouh
	 Opening year of School	1978
	 Website	www.dubaicollege.org
	 Telephone	043999111
	 Principal	Michael Lambert
	 Principal - Date appointed	9/1/2015
	 Language of Instruction	English
	 Inspection Dates:	26 to 28 November 2018
Students	 Gender of students	Boys and girls
	 Age range	11 to 18
	 Grades or year groups	Year 7 to Year 13
	 Number of students on roll	951
	 Number of Emirati students	9
	 Number of students of determination	38
	 Largest nationality group of students	UK
Teachers	 Number of teachers	103
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	0
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	2
	 Teacher turnover	10
Curriculum	 Educational Permit/ License	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



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students acquire excellent learning skills and achieve extremely well in most subjects. Students' attainment in English, mathematics and science is high, and results of examinations are frequently among the highest in the world. Attainment is good in Islamic education and Arabic as an additional language. The attainment of the very few students studying Arabic as their first language is weak but their progress is acceptable.
- Students' positive attitudes, exemplary behaviour and thirst for knowledge underpin their impressive achievements. They eagerly take leadership roles and all students contribute to the harmonious and purposeful atmosphere. Students maturely take responsibility for their own learning and frequently demonstrate their creative and innovative skills. They appreciate and respect Islamic values and have a strong sense of justice and environmental responsibility.

Provision for learners

- Teaching across the school is of high quality and frequently exemplary. Teachers' high degree of subject knowledge, together with their enthusiasm and flair, underpins their imaginative, engaging and innovative classroom practice. Teachers know individual students very well and, for the most part, use assessment information to pitch work at appropriately challenging levels. Almost invariably students' respond very positively and rise to teachers' high expectations.
- The curriculum is designed to fully extend high achieving students and to promote their critical thinking skills. Whatever their personal interests, ambitions, gifts or talents, students have a wealth of enriching activities from which to choose, including art, drama, music and sports. Adaptations to the curriculum succeed in deepening and extending students' learning. They are extremely well prepared for further studies.
- Students' welfare and well-being are given the highest priority. Leaders and teachers know individual students very well and provide excellent support for their academic achievement and personal development. Very effective support, in partnership with parents, enables students of determination to thrive and reach their potential. Students highly value the comprehensive advice on higher education and careers.

Leadership and management

- Highly skilled leadership ensures that there is a continuous desire for improvement within an already outstanding school. Self-evaluation is generally rigorous and underpinned by leaders' secure knowledge of teaching strategies that successfully challenge, engage and motivate learners. A sense of common purpose has been successfully created between parents and the school. Governors are rigorous in holding leaders to account and ensure the school is extremely well-resourced.

What the School does Best:

- Under the inspirational leadership of the principal, the school successfully fulfils its mission to sustain a stimulating learning community that enables students to reach high academic standards and develop into well-rounded, caring and aspirational individuals.
- Students' attitudes, behaviour and willingness to help others, are exemplary; they respect and appreciate Islamic values and acquire excellent skills of innovation.
- Extremely effective teaching, and students' excellent learning skills, contribute to their rapid progress and high levels of attainment in most subjects.
- The imaginative and challenging curriculum engages and motivates students, and contributes to their academic achievement; when necessary appropriate adjustments are made according to students' needs
- Attention to students' well-being, health and safety is first class. Support for students of determination and those with gifts and talents is very effective.

Key Recommendations:

- Refine self-review and strategic planning in order to accelerate the achievement of students studying Arabic as a first language by:
 - raising expectations and the level of challenge so that students make accelerated progress
 - refining the measurement of students' progress from their starting points, taking into account their individual targets and their potential.
- Raise the attainment of students studying Arabic as an additional language by:
 - planning the curriculum around their years of study, as detailed in the MoE framework
 - using a wider variety of teaching strategies to ensure students are fully engaged in purposeful learning.

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	Very good ↓	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

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

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. 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 :

Registration requirements

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

School's Progression in International Assessments.

is above expectations.

- The progression judgement for Programme for International Students Assessment (PISA) results gives ratings of good for mathematics, science and reading. The 2017 PISA Based Test for Schools (PBTS) showed improvement in mathematics with performance in science and reading being sustained at the 2015 levels. Trends in International Mathematics and Science Study (TIMSS) progression is judged outstanding in Year 9 mathematics and science. Progression in the approved National Agenda tests is outstanding in English, mathematics and science. Achievement in relation to potential, which is a measure of the 'value-added' by the school, is good for each of the core subjects of English, mathematics and science.

Impact of Leadership

is above expectations.

- Leaders use external assessment data to validate the internal assessments. These analyses are used to determine modifications to learning, teaching and the curriculum. Leaders are encouraging teachers to make full use of this information to ensure students' needs are met. The school collects a wide range of both quantitative and qualitative performance data to identify and prioritise the strategies that have the greatest impact on student outcomes and well-being.

Impact on Learning

is above expectations.

- Dubai College's approach to learning is to promote critical thinking, investigation, problem-solving and inquiry skills. Specialist leaders in education are charged with nurturing and developing digital skills and other innovative projects, to pilot and test global learning initiatives. Students are now even more able to carry out independent inquiry and research because of changes to the emphases in learning and teaching approaches.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For development:

- Challenge and support students in those subjects and year groups where their attainment does not match their cognitive potential.
- Ensure that all teachers fully understand assessment data and make use of this information to personalise learning and optimise progress and outcomes for all groups of students.

Reading Across the Curriculum

- In English, students typically enter the school in Year 7 with high standards in reading. Throughout the secondary phase their reading skills consistently improve in subjects taught in English.
- Students are enthusiastic readers who easily access a variety of texts. Older students analyse texts and use the information for a range of purposes in most subjects.
- The librarian has strong links with the English department and teachers of extended projects. Library surveys show there is a decline in students reading for pleasure after Year 9.
- Awareness is emerging, at the middle leadership level, of the need to develop whole-school reading strategies that are shared in every subject.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Ensure that leaders at all levels are fully committed to the development of reading strategies that promote reading as a lifelong skill.

UAE Social Studies

- The UAE social studies curriculum is exceptionally well-planned and adapted by the coordinator to cater for the needs of all learners. Extensive, relevant resources are used throughout the course of study.
- Students regularly make meaningful connections between areas of learning. They use enquiry and research skills effectively. Critical thinking and problem-solving skills are key features of learning.
- A large majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards of UAE social studies.
- Internal assessment information indicates that a large majority of students make better than expected progress in relation to the UAE social studies curriculum.
- Students' outcomes in UAE social studies are above expectations.

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

Innovation

- Students are reflective about their learning and respond well to challenging and enterprising activities. Critical thinking is a key skill being developed in many lessons.
- Innovation is embedded in the school curriculum and strongly reflected in many of the learning activities.
- Teaching successfully promotes students' thinking and problem-solving skills. Open-ended questions in almost all lessons help to develop students' investigative and critical thinking skills.
- In preparation for university, innovative programmes of advanced study in the Sixth Form provide additional challenge for students who already demonstrate advanced research skills.
- Leaders successfully promote innovative ways of learning; for example, lessons when students discuss ideas, record their contributions and subsequently use a bespoke computer program to evaluate their involvement.

The school's promotion of a culture of innovation is systematic.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Secondary	Post-16
Attainment	Good	Good
Progress	Good	Good

- A majority of students demonstrate knowledge and understanding that are above curriculum standards in lessons and their recent work. Students learning the subject through the medium of English tend to make better progress than those studying in Arabic. Girls' attainment is typically slightly better than that of the boys.
- Students demonstrate better understanding of Seerah and Islamic values than that of the Holy Qur'an and Hadith. Most students understand the meaning of Hadith and verses of the Holy Qur'an; however, many students have difficulty in drawing on them for evidence of rulings or guidance.
- Students' memorization and recitation skills have improved this year. Students' understanding and application of Islamic values and new concepts to real-life situations are also becoming stronger.

For development:

- Ensure that the Holy Qur'an and Hadith are closely linked to all areas of learning.

Arabic as a First Language

	Secondary	Post-16
Attainment	Weak	Not applicable
Progress	Acceptable	Not applicable

- Students' attainment levels are below the curriculum expectations. Given their low starting points and the fact that few speak Arabic at home, most students make adequate progress over time and in their lessons.
- Students can read short texts and understand their main ideas. However, they rely on constant support from their teachers in order to understand key details in texts and speech. The lack of a wide vocabulary range hinders their ability to respond in standard Arabic. Students' writing skills are not sufficiently developed.
- The small numbers of students in each class allows teachers to personalise support, which enables students to make adequate progress in lessons. However, the quality of this support is inconsistent.

For development:

- Accelerate students' acquisition of a wide range of standard vocabulary.
- Improve students' confidence in speaking, through high-quality, well-planned learning opportunities.

Arabic as an Additional Language

	Secondary	Post-16
Attainment	Good	Not applicable
Progress	Good	Not applicable

- The majority of students are attaining levels that are above the curriculum standards, as evidenced in lessons and their recent work. The majority of students are making better than expected progress against their differing starting points.
- Students show strong reading comprehension. The wide vocabulary of the high achieving students enables them to describe people, places and routines. However, the ability of most students to engage in conversations varies considerably. Students' writing skills are developing steadily in relation to their years of study.
- The excessive use of English by teachers and students in lessons frequently restricts students' development of listening comprehension and fluency in speech. In many lessons, there is an over-emphasis on the use of worksheets at the expense of other teaching approaches.

For development:

- Extend students' conversation and writing skills and align work to students' abilities and individualized targets.
- Use a wider variety of teaching approaches to engage students in more active and purposeful learning activities.

English

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students achieve excellent results in external examinations throughout the school. From their high starting points, students in the secondary phase make rapid and consistent progress in developing a scholarly appreciation of language and literature.
- Students read confidently and appreciate the rich variety of English literature they study, including Shakespeare and challenging modern texts. Advanced Level literature students knowledgeably select their choice of texts to study. Younger students thoroughly enjoy reading and make enthusiastic use of the library for both fiction and non-fiction books.
- Students' use of language reveals advanced levels of understanding and an eloquent ability to express opinions. They write fluently for a variety of audiences and purposes. Students analyse written language in detail and identify hidden meanings. Skills of critical analysis underpin excellent levels of understanding.

Mathematics

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students' achieve very high results in external examinations. At both phases, students' achievement in relation to their measured potentials in cognitive ability tests is above expectations. This is a reflection of the excellent progress students make in mathematics.
- Post-16 students are able to work strategically, using broad, well-developed thinking and reasoning skills. Secondary students are fast developing skills of investigation, analysis and hypothesis formulation.
- Considerable effort has been invested in the revised National Curriculum for England (NCfE) GCSE A-level programmes, and students are benefitting from the increased emphasis on personalised approaches.

For development:

- Provide guidance to those students who are not on track to meet their predicted attainment levels and devise strategies to help them do so.

Science

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students perform very highly in internal assessments and national examinations taken at the end of the secondary and post-16 phases. These consistently high levels of attainment enable them to confidently plan and conduct independent experiments, analyse evidence and test hypotheses.
- Students present their scientific investigations correctly, using charts, diagrams, graphs and reports, which include conclusions and what needs to be found out next. They are able to make their own decisions about the use of apparatus and how they record their findings.
- Increased use of technology is helping students deepen their understanding of the scientific method by carrying out independent research, collecting and analysing data, and recording and graphing the results.

For development:

- Extend the use of technology as a tool to support scientific experimentation.

Learning Skills

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Students have highly developed learning skills and an enthusiasm to take responsibility for their actions. This contributes significantly to their high attainment in most subjects. Students concentrate on the work in hand and reflect on how they can improve.
- Students are very willing to share ideas, solve problems and work collaboratively. Their excellent communication skills allow them to explain their thoughts clearly when working in small groups or making presentations to the whole class. This level of confidence is less apparent in Arabic lessons.
- Students make relevant links between subjects, but connections between their studies and the outside world are less evident. Most display advanced critical thinking, enquiry and innovative skills. Almost all students are competent in the use of technology to support their learning.

For development:

- Develop students' communication skills in Arabic so they are able to converse with more confidence.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students across the school have very positive attitudes and show great responsibility towards learning and their school. The care students show for each other's well-being and their respect for their teachers contribute significantly to the school's harmonious atmosphere.
- Throughout the school, students' behaviour is exemplary. They are consistently self-disciplined and show a strong work ethic. They respond well to advice and readily incorporate guidance from teachers into their subsequent learning.
- Students have a mature understanding of healthy lifestyles and the benefits of healthy eating and regular exercise. They are highly engaged in after-school and competitive team sports. Students' excellent attendance rates and punctuality reflect their high sense of responsibility.

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

- Students across the school demonstrate very high awareness of the relevance of Islamic values to modern UAE society. They can give examples of many of these values such as modesty, respect and tolerance. They can explain the diverse, welcoming and secure nature of the UAE.
- Students are proud of their cultures and have a very good understanding and respect for a wide range of cultures. They demonstrate this when they talk knowledgeably about the art, languages and history of cultures other than their own.
- Students demonstrate excellent knowledge and understanding of the UAE's culture and heritage. Their understanding of Emirati culture and Islamic values is enhanced through the curriculum and a wide range of activities.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are highly motivated and understand their roles as members of the school and wider communities. Most participate in a variety of voluntary activities that benefit the wider community. These include cleanliness campaigns and charitable fund raising.
- Students demonstrate a strong work ethic and understand the importance of making an effort as a key for success in life. Through the student council and other positions of responsibility, students make many positive contributions to the life of the school.
- Students' high environmental awareness is clearly evident in their involvement in recycling and environmentally focused activities. They show care for the school environment and successfully initiate a variety of environmentally friendly projects.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding

- Most teachers make skilful use of their excellent subject knowledge to plan imaginative and inspiring lessons. These lessons provide appropriately challenging work for students of all ability levels. Teaching of this quality is less consistent in Islamic education and Arabic.
- Teachers' questioning of students is often very challenging. It encourages higher-order thinking and leads to penetrating discussions between teachers and students. Time and resources are used very well, although the use of technology to support learning is less evident.
- An increasingly wide range of engaging teaching approaches is used to better meet the needs of different groups of learners. With increasing effect, teaching is developing students' critical thinking, problem-solving and independent learning.

Secondary

Post-16

Assessment

Very good ↓

Outstanding

- Continued refinements to internal assessment processes across the school provide even more detailed information on students' attainment. A new management information system enables leaders to interrogate assessment data and be confident that almost all information on students' progress is accurate.
- Assessment data are used effectively to guide adaptations to the curriculum and changes to teaching approaches. There is inconsistency in the use of assessment rubrics and feedback to students in the secondary phase. The most effective practice is seen in the English department.
- The increased use of measures of cognitive ability is enabling comparisons to be made of students' attainment in relation to their potential and so identify any under-performance. The information is also used to group students in lessons.

For development:

- Increase the consistency in the use of assessment rubrics in the secondary phase to provide students with guidance on how their work can be improved.
- Make use of educational technology in lessons when such use would benefit students' learning.

4. Curriculum

Secondary

Post-16

Curriculum design and implementation

Outstanding

Outstanding

- Curriculum reviews have led to the inclusion of additional subjects in the secondary phase. A well-designed social studies programme is taught as a discrete subject. Changes in the core IGCSE subjects are incorporated in a redesigned Key Stage 4 curriculum, which ensures smooth continuity in learning.
- Cross-curricular links are strong in the new digital skills course and in science, where mathematics is integrated well. The Higher Project Qualification (HPQ) and Extended Project Qualification (EPQ) courses promote links between a range of subjects including philosophy, economics and psychology.
- Curriculum choices have increased with the addition of IGCSE Latin and A-level psychology. Students studying English literature can now choose their texts in one of the three units of study. The post-16 curriculum fully meets the A-level curriculum requirements.
- Moral education is taught as a discrete subject and integrated into the personal, social and well-being curriculum. In Years 10 to 13, moral education is also included in enrichment days, civic studies and extended projects.

Secondary

Post-16

Curriculum adaptation

Outstanding

Outstanding

- Innovative curriculum enhancement allows students to study advanced placement courses, for example in computer science, that extend expectations to undergraduate university level. The 'top-up' programme enables Sixth Form students to extend their advanced studies, enriching their A-level choices and preparing them better for university.
- The school's extensive choice of extra-curricular activities includes a diverse range of opportunities, from the magic club to ancient Greek, in addition to a wide variety of sports and musical activities. Students often organise their own events and conferences, such as the Model United Nations.
- There has been a focus on raising attainment in Arabic. The curriculum in Arabic as a first language, however, is always modified well enough to ensure that all students make accelerated progress towards meeting the curriculum expectations. In Arabic as an additional language, the curriculum is not planned around the time students have been studying the subject or their potential.

For development:

- Ensure that the curriculum in Arabic as a first language is modified sufficiently to enable all students to make the best progress they are capable of, and in Arabic as an additional language, takes account of the time students have been studying it and the students' potential.

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

Secondary

Post-16

Health and safety, including arrangements for child protection / safeguarding

Outstanding

Outstanding

- Provision for health and safety, including arrangements for child protection and safeguarding, is excellent throughout the school. All staff members receive regular training on child protection policy and procedures. Policies are regularly updated and available online.
- Regular maintenance and safety checks ensure that the facilities are safe and in excellent condition to support learning. All safeguarding reports and medical records are stored securely. Students are carefully supervised both in the school and when on school transport.
- Healthy living is promoted systematically. Students engage regularly in fitness activities and competitive sports both inside and outside of school. Students choose wisely from a list of healthy meals provided by the canteen.

Secondary

Post-16

Care and support

Outstanding

Outstanding

- Support for students' well-being is enhanced by cross-referencing information from attitudinal surveys with academic performance, so that interventions are more closely matched to students' needs. Rigorous procedures promote regular attendance and punctuality.
- Training to develop teachers' confidence and skills in planning to meet the needs of students of determination is having a positive effect. Provision for the most able supports their preparation for higher education very well.
- Support for students' personal and social development is highly effective. Well understood behaviour management procedures underpin students' positive attitudes toward learning and mature behaviour. Effective academic and career guidance ensures that students are well informed about their future options.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders ensure that students of determination are fully included in all aspects of school life. Although leaders know how well individual students are performing, assessment data is not being analysed in ways that allow differences in performance between phases and subjects to be identified.
- The inclusion team makes use of a range of procedures, including observations, standardised testing and reports from external professionals as necessary. While these procedures enable the accurate identification of students' academic needs, they are less informative about students with communication difficulties.
- Parents value highly the strong partnerships and excellent communication they have with the school. They are fully involved in the ongoing planning that guides the support their children receive. Through a variety of meetings and workshops, parents are well informed of their children's progress.
- Teachers use the advice provided in students' individual education plans in lesson planning. This is more effective for students with literacy and numeracy needs than for students who experience difficulties with attention and concentration.
- Because students of determination respond well to the support that is planned and provided for them, they make progress from their individual starting points that is similar to that of their peers.

For development:

- Ensure that in the school's internal identification and assessment procedures attention is also given to students' social interaction, speech and language needs.

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

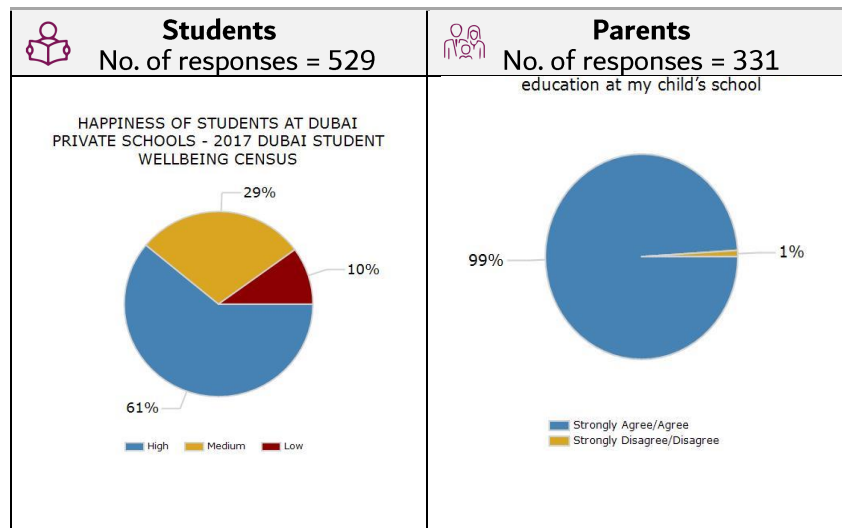
- Highly skilled leadership by the principal and senior staff members drives a continuous desire for improvement within an already outstanding school. Leaders at all levels are empowered to be innovative in seeking ways to build on the school's considerable success. They are steadfast in their ambition to sustain high achievements within a creative, innovative and caring environment. Leaders are fully committed to the UAE National Agenda and play a leading role developing mutually beneficial relationships with other schools in Dubai.
- Self-evaluation is generally rigorous and underpinned by leaders' secure knowledge of teaching strategies that successfully challenge, engage and motivate learners. The school's 'Centre for Innovation in Teaching and Learning' is a melting pot of ideas informed by action research. Continuous review of the impact of teaching strategies on student outcomes, enables leaders to devise specifically targeted action plans, based on what is known to work best. Leaders are addressing some inconsistencies in assessment in order to further sharpen self-evaluation judgements.
- Communication between parents and teachers is a significant strength and reflects the school's success in creating a sense of common purpose among parents, students and the staff. Parents value the comprehensive feedback on their children's all-round development. Productive partnerships with the community are many and varied. Dubai College has been central to the growth and development of the British Schools in Dubai group, and pro-active in a partnership of not-for-profit schools in Dubai.
- The governing board is generally rigorous in holding leaders to account. The school is extremely well resourced and governors support leaders in seeking and retaining a well-qualified staff. Recent changes to the governing board have widened the range of skills and experience, to include governors with business acumen and expertise in education and finance. Governors have a strong commitment to inclusion and students' all-round development. They are aware that more needs to be done to narrow the gap between students' attainment in Arabic and Islamic education and the other subjects.
- The school operates very efficiently on a day-to-day basis. Teaching staff are well qualified and deployed effectively according to their individual strengths. They benefit from a comprehensive programme of in-house and external training. The premises provide an outstanding learning environment and include extensive specialist facilities for sport and the performing arts. Sixth Form students enjoy a learning environment akin to a university campus. Classrooms and breakout areas are very well resourced.

For development:

- Leaders and governors should ensure that their inclusive vision is widely known in order to attract students who meet the admission criteria, but who may not be aware of the school's very effective provision for students of determination.

The Views of parents 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	Technological problems meant that students did not complete the survey.
 Parents	Parents' hold the school in high regard. Overwhelmingly, their responses to the survey were positive. All are confident that their children are kept safe. Parents value the open communication with teachers and leaders, and the detailed feedback they receive on their children's achievement and personal development. The inspection found that these views are an accurate reflection of the school's excellent partnership with parents.

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