

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

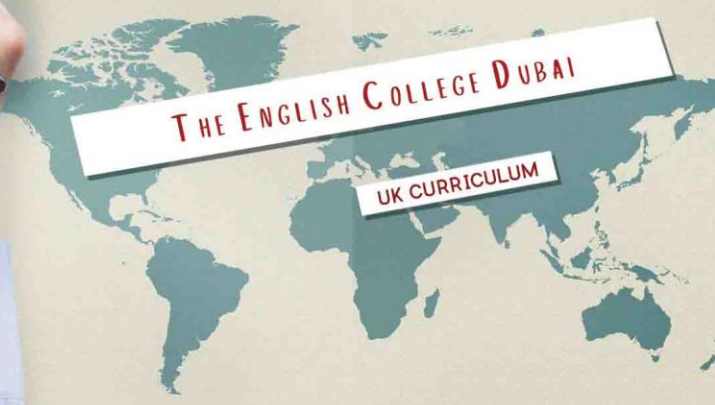


INSPECTION REPORT

2017-2018

The English College
Dubai

Celebrating
10 years of
inspections



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School information

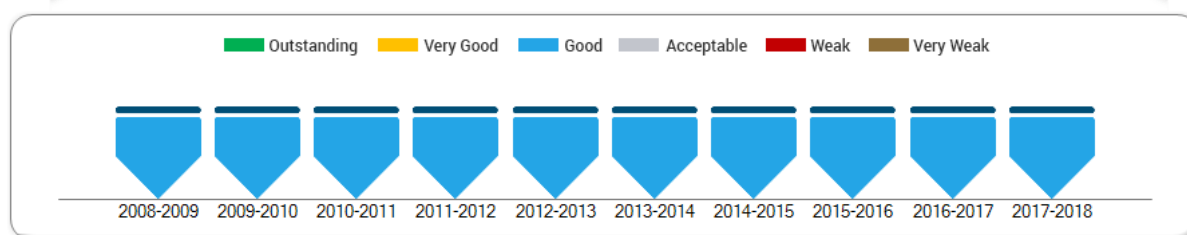
General information	
Location	Al Safa
Type of school	Private
Opening year of school	1992
Website	www.theenglishcollege.ac.ae
Telephone	043943465
Address	P O Box 11812, Dubai, UAE
Principal	Saiqa Liaqat
Principal - Date appointed	12/1/2016
Language of instruction	English
Inspection dates	20 to 22 November 2017

Teachers / Support staff	
Number of teachers	65
Largest nationality group of teachers	British
Number of teaching assistants	3
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	37%

Students	
Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Year 7-Year 13
Number of students on roll	663
Number of children in pre-kindergarten	0
Number of Emirati students	3
Number of students with SEND	77
Largest nationality group of students	UK

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

School Journey for The English College Dubai



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

The English College Dubai was inspected by DSIB from 20 to 22 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The extended leadership team provides the school with clear direction. The school's view of its own performance is not accurate because self-evaluation is unrealistic. Parents are very supportive and keen to be involved in school life. Governors have provided significant additional resources to enhance provision. The distance students must travel between buildings causes delays to the start of many lessons.

Students' achievement

Students' attainment and progress in most subjects are good or better. In English, in the secondary phase, both are outstanding. There has been an improvement in Islamic education in the sixth form where attainment and progress are now good. However, attainment and progress in Arabic as a first language remains acceptable, whilst attainment in Arabic as an additional language remains weak.

Students' personal and social development, and their innovation skills

Students' personal and social development are a strength across both phases of the school and exemplary in the sixth form. Most students have a strong work ethic, behave well and participate in a range of activities that benefit the school and the wider community. They appreciate the importance of Islamic values to the culture of the UAE. Many students engage in projects that encourage them to be innovative.

Teaching and assessment

Teaching is very effective across almost all subjects in the secondary phase and especially so in the sixth form. In Arabic, teaching is less consistent. Teachers plan well and use assessment information effectively to ensure that students are appropriately challenged.

Curriculum

The curriculum caters well for students' needs, interests and aspirations. UAE social studies is well integrated and students are provided with many opportunities to be innovative. In most subjects, the curriculum is adapted well enough to meet the needs of all groups of students, including those with special educational needs/disabilities (SEND) and the gifted and talented.

The protection, care, guidance and support of students

Systems for safeguarding students are very effective. All staff are provided with appropriate training. Students appreciate the excellent guidance they receive on subject options, career pathways and university entrance. Provision and support for students with SEND is very good.

What the school does best

- Students' very good attainment and progress in many key subjects, particularly in secondary phase English, where both are outstanding.
- The inclusive atmosphere of the school that promotes outstanding personal development and ensures highly effective care and support for all students.
- The school's very good arrangements for promoting healthy lifestyles and keeping students safe.
- The school's beneficial links with parents and the wider community.
- The very good use of assessment information to check students' progress, ensure they are appropriately challenged and to identify where additional support might be required.







Key recommendations

- Improve school self-evaluation by ensuring all judgements of the school's performance are accurate and so form a reliable base for improvement planning.
- Raise student achievement in Arabic through more effective teaching by:
 - ensuring all teachers possess the necessary knowledge and understanding of both the subject and how students learn
 - setting clear curriculum expectations of what students should know, understand and be able to do by the end of each year of study
 - making sure all lessons are engaging, challenging and appropriately-paced
 - applying a more effective method for teachers to evaluate students' progress, both in lessons and over time.
- Review the school timetable to allow time for movement between classes, ensuring there is a prompt start to all lessons.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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:

- The school meets the registration requirements for the National Agenda Parameter
- Attainment in the National Agenda Parameter tests is above expectations in English, mathematics and science.
- Leaders are strongly committed to implementing the National Agenda. They analyse and use assessment data effectively to improve the school. The action plan is of good quality.
- Almost all staff understand how to analyse data and use it to personalise provision for individual students. Tracking of students' academic and personal and social growth is a strength.
- The school has modified its curriculum to enable students to achieve better results in National Agenda Parameter tests, international assessments and external examinations. Time scheduled for numeracy and literacy has been increased, and there are increased emphases on key aspects in English, mathematics and science.
- Teachers' lesson plans increasingly take account of students' learning styles as identified by cognitive abilities tests (CAT4). Teachers' questioning and lesson planning to develop students' critical thinking and inquiry skills are excellent in English and developing well in other subjects.
- Each student has an individual summary plan and targets for learning and achievement. Research skills and use of technology vary from subject to subject.

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

Moral Education

- Moral education is taught in subjects and assemblies, across appropriate year groups through an integrated approach.
- In drama, teachers are creative in how they use the subject to reflect on moral values. Students readily take part in these activities, which help to develop their moral attitudes and social responsibility.
- The school invites visiting speakers who present to students on moral education issues. Students enjoy and engage in these events. They contribute well to their understanding of dilemmas and opportunities they are likely to face in their later lives.
- Assessment is not yet systematic. Most teachers check understanding by considering students' responses during lesson activities. The current practice includes assessment of personal needs, self-regard, ethics and attitudes.

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

Social Studies

- The curriculum is imaginatively designed and includes frequent references to students' daily lives. Well-planned, meaningful links enable students to relate their learning to their work in other subjects.
- Teachers are adept at bringing the subject to life. Lessons are very well structured and teachers use questions skillfully to engage, motivate and challenge students.
- Students typically work independently, make insightful contributions and take responsibility for their own learning. The effective use of learning technologies is integral to their studies
- Teachers assess progress informally, and successfully encourage students to assess their own work. Plans are in hand to introduce formal assessments that are more closely aligned to curriculum expectations.

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

Innovation in Education

- Most students relish the many opportunities afforded for them to develop skills associated with innovation. They use smart technology, such as drone-mounted cameras, and are frequently and successfully encouraged to be creative in their work.
- Through a wide range of activities, both within the school and the wider community, students demonstrate their sense of social responsibility towards those who are in different circumstances or who face different challenges.
- Many lessons provide opportunities for innovative learning. These include, for example, the use of quick response (QR) codes for students to access exemplary work and imaginative revision strategies.
- Innovation is being integrated across the curriculum. Online subject folders allow teachers to share innovative teaching practice, and student and teacher 'innovation champions' frequently share ideas.
- Most leaders show a clear commitment to innovation as part of the ongoing drive to improve teaching and students' learning experiences. More opportunities are being provided for students to develop innovative skills.

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

Main inspection report


1. Students' achievements

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

- Across both phases, the majority of students attain better than expected levels in their understanding and application of Islamic concepts, this is evident in class activities and discussions. The majority of students, across the school make good progress, particularly in skills of recitation.
- Students engage well in critical thinking activities when they are asked to analyse and evaluate what they are learning. Increasingly, students can support their arguments with verses from the Holy Qur'an and hadith.
- Teachers provide opportunities in lessons for students to apply what they are learning to real life and contextually relevant scenarios. This enriches students' understanding and progress across both phases.

For development


- Ensure learning is related to a range of real life contexts.

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

- For most students, their achievement is in line with MoE curriculum expectations. Students interact positively in class and communicate their thoughts, with confidence in Arabic, at an acceptable level. However, students sometimes resort to colloquial Arabic and occasionally the use of English when working in groups.
- Most students' reading and comprehension skills are in line with curriculum expectations. Writing skills are less well developed. There are, however, a few examples of writing that is coherent and well structured, using an appropriate range of vocabulary and with few spelling mistakes.
- The introduction of an after-school Arabic club provides students with more opportunities to practice and develop their language skills. The department is planning to introduce benchmark testing to provide more accurate measures of students' progress.

For development


- Analyse and use assessment information to ensure the curriculum and lesson plans are more appropriately modified, to meet the needs of all students.

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

- Students' attainment in reading, writing and speaking remains below expectations in relation to their years of study. This is most evident in their generally poor spelling, and understanding of grammar as well as their underdeveloped skills in reading.
- For the majority of students, vocabulary retention is not strong. Only a few students can confidently and independently produce a written piece of work with few errors.
- In most lessons, inaccurate assessment of students' oral and writing skills hinders their progress, particularly in reading and writing. Students' speaking and listening skills progress steadily when these are set in context.

For development


- Ensure the oral and written feedback provided to students is accurate, relevant and developmental.
- Use accurate assessment data to modify the curriculum and activities to meet the needs of all students across all skills.

		Secondary	Post-16
English 	Attainment	Outstanding ↑	Very good
	Progress	Outstanding ↑	Very good

- Students achieve excellent results in GCSE English examinations. Progress in the secondary phase is outstanding because reading and writing skills improve rapidly over time. The high verbal reasoning abilities of older students are confirmed by international benchmark tests and external examination results.
- Most students demonstrate very good understanding of demanding literature and language texts. They critically analyse and comment on structure, tone and character. They write intelligently and regularly review their work to improve it. Students routinely use technology to carry out independent research.
- The large majority of students are confident, articulate speakers who present thoughtful opinions on a wide variety of texts, often supported by well-chosen quotations. By Year 10, most students can construct persuasive essays, which demonstrate a fluent command of vocabulary.

For development


- Ensure all students consistently maintain high standards of accuracy in their writing in lessons.

		Secondary	Post-16
Mathematics 	Attainment	Very good	Very good
	Progress	Very good	Very good

- Across both phases, most students make the progress predicted by CAT4 assessments of their potential and a large majority exceed those predictions. As a result, they acquire a very strong basis of understanding and skills, which is reflected in students' results in external examinations.
- Students develop very good skills in algebraic manipulation during the secondary phase. Students' skills in applying basic statistical techniques are also very good. They go on to master more advanced techniques in the sixth form, where students are, for example, adept in the use of calculus procedures.
- Increased attention to developing mathematical skills in real-life and problem-solving contexts is helping to accelerate progress. An enhanced focus on geometry is also proving to be successful. A-level results improved in 2017. At GCSE, the achievement of boys is typically better than that of girls.

For development

- Continue the focus on problem-solving, and support girls to attain the highest levels in GCSE examinations.

		Secondary	Post-16
Science 	Attainment	Very good	Good
	Progress	Very good	Good

- External examination results and internal assessments confirm the attainment of most students, in the secondary phase, continues to be well above curriculum expectations. Because students make good progress in the sixth form, student attainment is typically above that predicted from measures of their potential.
- Students across the school have strong content knowledge and a sound understanding of scientific principles. By Year 13, they can design and conduct sophisticated experiments, giving detailed and accurate explanations of their results.
- In many classes, students can conduct research and present their findings in a variety of ways. Links to real-world contexts helps to consolidate their understanding. Through self and peer assessments, students can also reflect on their learning and this aids progress.

For development

- Encourage teachers to optimise opportunities for students to conduct individual and collaborative research, assess their work and that of others and to reflect on their learning.

	Secondary	Post-16
Learning Skills	Very good	Very good

- Students' take increasing responsibility for their own learning as they move through the school. They work well collaboratively and most show initiative when given the opportunity. Older students are particularly adept in using learning technologies and make good use of independent study periods.
- Most students are highly motivated. They respond positively to feedback from teachers and from their classmates. Students routinely ask insightful questions and make links between their learning and their everyday lives. They are always keen to use their well-developed problem-solving skills.
- Students are encouraged to be creative. This is especially evident in English, the arts and humanities subjects, and across the sixth form curriculum. However, in Arabic and to a lesser extent in science, full advantage is not taken of students' well-developed learning skills.

For development

- Increase opportunities for students to consolidate and further extend their learning skills in Arabic and science.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Across the school, students conduct themselves exceptionally well. They demonstrate responsible attitudes to school and to their learning. Most are sensitive to the needs of others and demonstrate a sound understanding of what constitutes a safe and healthy lifestyle.
- Students' respectful and considerate behaviour makes a significant contribution to the school's calm and purposeful learning environment. They work well together in lessons and are very supportive when given the opportunity to evaluate each other's work.
- Bullying is rare and students work well together, to resolve differences. Their understanding the value of healthy eating and maintaining an active lifestyle is reinforced through participation in a range of sporting and other physical activities.

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

- In lessons and in special events, students enjoy showcasing their understanding of the UAE and other world cultures.
- Students develop their understanding of the heritage and traditions of the UAE through a wide range of visits, such as experiencing Bedouin life in the desert followed by historical research. Sixth form students are more knowledgeable of current events in Dubai.
- Through initiatives, such as the 'Geography Cake Bake-off' and the organisation of International Day and Expo-day, students demonstrate the creative ways in which they learn about and celebrate cultural diversity.

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

- Students have a well-developed understanding of social responsibility. In the secondary phase, students are positive participants in a range of charitable activities. Sixth form students take on leadership and pastoral roles. These contribute exceptionally well to the school community.
- Almost all students have a positive work ethic. They respond very well to others and relationships are excellent. In a few lessons in the secondary, students' attitudes to learning are not always positive. Sixth form students readily take the initiative and successfully manage a variety of projects.
- Through projects such as the Eco-club and related environmental activities, students explore and seek solutions for a variety of current issues. Sixth form students also take part in several community projects, which reflect their understanding of social responsibility.

For development

- Ensure the National Anthem is played for the entire school, each day.
- Provide more varied opportunities for students in the upper secondary year groups to take on more leadership roles.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Very good	Very good

- Very effective teaching is evident in almost all subjects across the secondary phase. Teachers are very effective in engaging, motivating and challenging students. In Arabic, however, the teaching is inconsistent, which constrains progress. Sixth-form students benefit from skilled teaching in most subjects.
- In the most effective lessons, teaching is underpinned by excellent subject expertise. Teachers plan meticulously. Most use assessment information effectively to ensure all students are appropriately challenged. Skilful questioning is used to probe and deepen students' understanding, and promote further enquiry.
- Since the last inspection, teachers have improved their skills in ensuring students of all abilities are suitably challenged. Great headway has been made in promoting students' innovation skills. Endeavours to improve teaching in Arabic have not been successful.

	Secondary	Post-16
Assessment	Very good ↑	Very good ↑

- In both phases, teachers effectively implement the school's assessment procedures for gathering and analysing data and information both on students' academic progress and on their personal development. Assessment procedures are closely aligned to the English National Curriculum expectations and the requirements of external examinations.
- Most teachers use assessment information well to help them to match work to the learning needs of different groups of students. Very good use is also made of assessment data to modify the curriculum. Teachers link internal assessment processes effectively to the requirements of international benchmark tests.
- Teachers' understanding and use of cognitive test data to shape their planning for learning is very good and improving. This has led to more focused attainment targets being set for students. Helpful feedback to students on how their work can be improved is a positive feature in most subjects.

For development

- Share good practice in gathering and use of assessment data to improve teaching and attainment in Arabic and in Islamic education.

4. Curriculum

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

- The curriculum has been creatively designed to ensure greater consistency and effective progression throughout the secondary phase. In English, for example, literary genres taught in one phase mirror those taught in the next. This ensures an effective consolidation of learning alongside excellent progression.
- The curriculum has been reviewed to align with the changes in the National Curriculum in England, with a focus on GCSE and A-level provision. The curriculum is carefully planned to ensure students are well prepared for higher education and future careers.
- Students are offered a wide range of GCSE and A-level subject choices, which cater well for their needs, interests and aspirations. This range has been widened by the successful introduction of new subjects including, for example, psychology, computer studies, sociology and travel and tourism.

	Secondary	Post-16
Curriculum adaptation	Good	Good
<ul style="list-style-type: none"> The curriculum is successfully adapted to link schemes of work to National Agenda benchmarks. Most teachers make use of the data to plan work that matches students' individual learning needs. However, the Arabic curriculum is not sufficiently modified to meet the needs of all secondary students. The improvement in innovation skills is a developing feature across the curriculum. This is enhanced by a significant increase in the use of technology to support students' learning. For example, on-line monitoring enables teachers to provide students with immediate feedback. The social studies curriculum has been imaginatively adapted to offer students meaningful ways of relating their learning to UAE society and culture. Daily independent, creative and social education (ICSE) lessons very effectively integrate moral education with other subjects, such as drama. 		

For development

- Ensure the Arabic curriculum is effectively modified to meet the learning needs of all students

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
<ul style="list-style-type: none"> Child protection and safeguarding policies are clear, understood and applied by all. Staff are provided with appropriate training. The school takes all necessary steps to protect students from any form of abuse. The school has achieved a very effective balance between adult supervision and students taking personal responsibility for themselves and each other. This supports their safety both within school and on school transport. Most students have a thorough knowledge and understanding of healthy living and the benefits of eating well and of physical activity. The school buildings, including the science laboratories and other specialist areas, are effectively maintained. Detailed records are kept of the action taken to rectify any problems identified during maintenance checks. A few minor safety issues were drawn to the school's attention during the inspection. 		

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- Staff and student relationships are courteous and very positive. Students respond to the school's expectations, with excellent behaviour. Rates of attendance are high.
- The recently updated system to identify and support students with SEND or who are gifted and talented is very successful in focusing clearly on students' learning needs. Support is prompt and shared by specialist staff and class teachers.
- The pastoral team offer sensitive guidance to students on matters of personal development. Advice to students, regarding study choices and future career paths is delivered very effectively through academic review days with parents, visitors from businesses, colleges, and work experience.

For development

- Ensure consistency in teachers' use of students' individualized learning profiles in planning differentiated classwork.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- All school leaders are fully committed to the school's inclusive ethos. A governor, an assistant headteacher and the special needs coordinator form the very effective core leadership team who oversee the development and review of inclusion policy and practice.
- Procedures for identifying students who need additional support are highly effective. Comprehensive systems of assessments and data analyses highlight the range of cognitive, social and academic aspects to be considered for each student.
- Parents are fully involved in decision-making regarding their children's support and in agreeing the learning targets in individual education plans (IEP). They appreciate the welcoming and inclusive school ethos, and the care and attention given to their children.
- In most lessons, tasks and activities are effectively adapted to meet students' individual needs and to support their social and emotional development. Inconsistencies occur in a few classes where work is not matched closely to students' needs.
- Across subjects and year groups, most students make good progress in lessons and over-time in relation to their starting points and learning objectives. The progress of a few is only acceptable because attention to their needs is less well focused.

For development

- Ensure IEP targets are detailed and include clear success criteria to measure students' progress and next steps.

6. Leadership and management

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

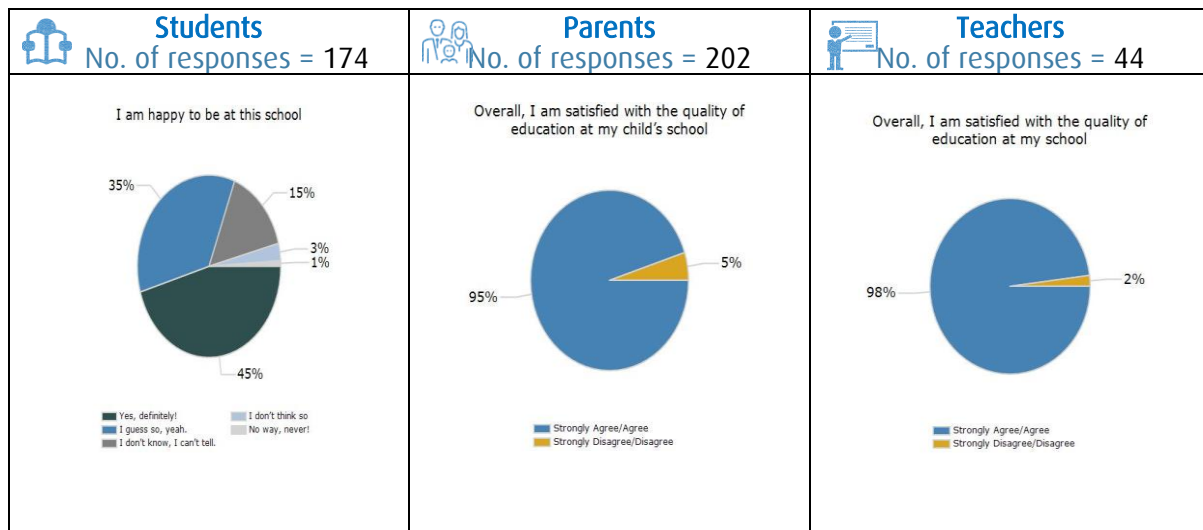
- The extended leadership team provides clear direction on the school's journey towards further improvement. They promote an inclusive and caring ethos with a clear focus on students' well-being and academic achievement. Most leaders understand what constitutes best practice in teaching and learning. They are appropriately focused on eradicating weaknesses and ensuring that both are of a consistently high quality.
- Information gathered from a range of sources forms the basis of school improvement planning. Although more remains to be done, a good start has been made in tackling the recommendations from the last inspection report. However, the school's self-evaluation and improvement planning is overstated in several aspects. The time required for planned changes to fully impact on students' attainment and progress is largely under-estimated.
- Parents are very supportive and, through the recently formed Parents' Council, are becoming more involved in the life of the school. Through regular surveys they can express their views on school policies and their children's education. Parents speak positively of how senior staff and teachers are highly approachable. They report being, well informed about school and UAE initiatives.
- The governing board includes representation from most stakeholders and provides the school with considerable expertise. Although many governors are resident in the UK, through visits to the school and reports from key staff, they are well informed about the school's performance. The full impact of the additional resources provided to enhance the quality of provision has yet to be seen on student outcomes.
- The school runs smoothly due to the combined efforts of academic and administrative staff. Classrooms are adequately sized and reasonably furnished, providing supportive learning environments. Resources are generally good for teaching across the curriculum, including specialist provision for many subjects, including physical education, computing, art, music and drama.




For development

- Increase the representation of locally based governors on the governing board.

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	<p>Students who responded to the survey, express very positive views about most aspects of the school, including the range of activities available to them. Almost all say the school is a friendly and welcoming place and that they are happy and feel safe. They are positive about how the school helps them to become independent learners. Inspection findings confirm these positive views.</p>
 Parents	<p>Almost all the parents who responded to the survey are satisfied with the quality of education the school provides. They feel their children are happy and kept safe at school. A few feel that career guidance and resources for learning could be improved. Inspector evidence confirms students receive appropriate academic and career guidance, and resources are now adequate.</p>
 Teachers	<p>Virtually all teachers who responded to the survey, are positive about all aspects of the school.</p>

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