

Inspection Report



Dubai College

2014-2015



إكسبو 2020 دبي
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Sufouh
Type of school	Private
Opening year of school	1978
Website	www.dubaicollege.org
Telephone	04-3999111
Address	P. O. Box 837, Umm Suqeim, Dubai
Headmaster	Mr Peter Hill
Language of instruction	English
Inspection dates	12 th - 14 th January 2015



Students

Gender of students	Boys and Girls
Age range	11 - 18
Grades or year groups	Year 7 - Year 13
Number of students on roll	852
Number of children in FS1	0
Number of Emirati students	5
Number of students with SEN	35
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	91
Largest nationality group of teachers	United Kingdom
Number of teacher assistants	0
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	8%



Curriculum

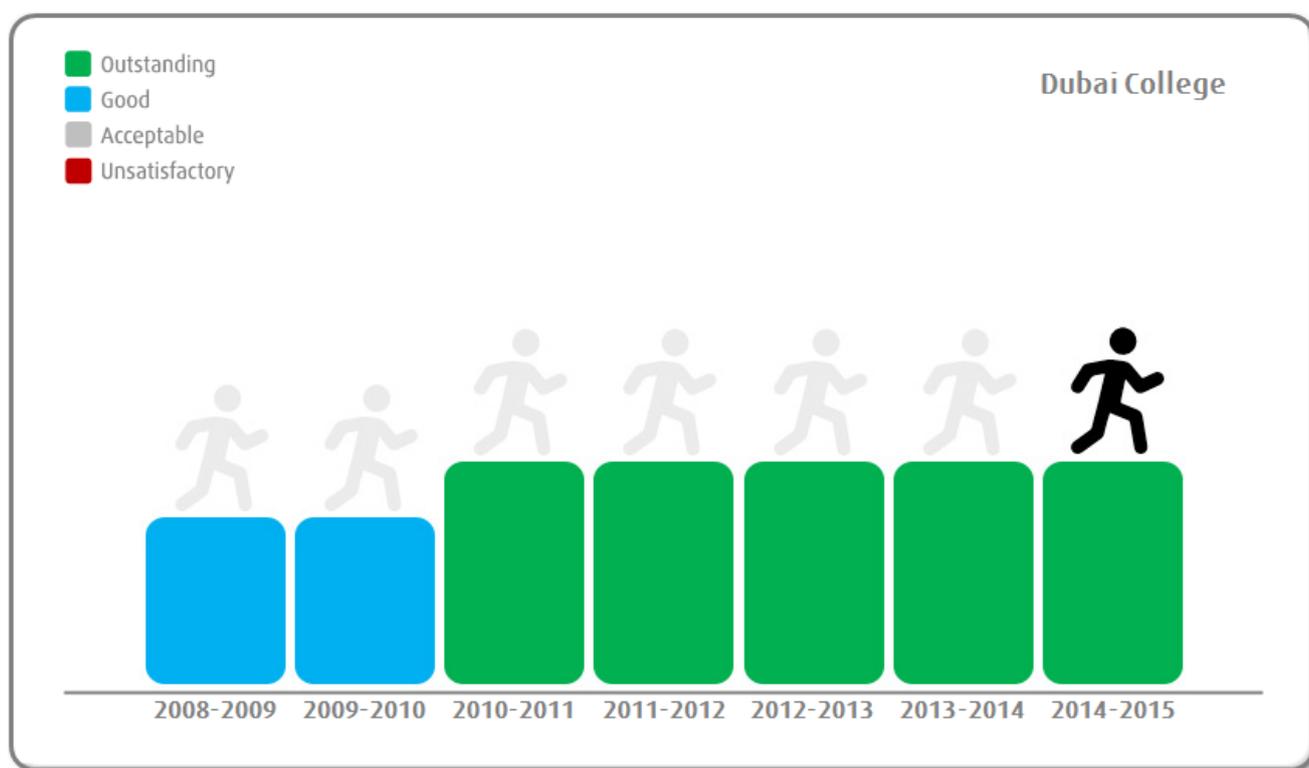
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	CEM, OCR, AQA, Edexcel, WJEC, GL, CEM
Accreditation	BSME, COBIS, BSO



Dear Parents,

Dubai College was inspected by DSIB from 12th - 14th January 2015, and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition, inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents', students' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The excellent teaching resulted in outstanding student achievement in almost all subjects.
- Students demonstrated outstanding personal and social skills and very positive attitudes to learning.
- There was an extensive extra-curricular programme in which almost all students participated.
- A highly purposeful learning environment was created by leaders and teachers through their professional skills and dedication.

Areas for improvement

- Improve students' progress in Islamic Education and Arabic as a first language.
- Improve provision for students with special educational needs.
- Ensure governors routinely hold school leaders accountable for the school improvements.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Dubai College



How well does the school perform overall?

Overall, Dubai College provided an **'Outstanding'** quality of education for its students.

- Students' attainment and progress were outstanding in English, mathematics, science and most other subjects except Islamic Education and Arabic, both as an additional language and as a first language where student outcomes were much lower. Students were enthusiastic learners who rose to the very high expectations teachers had of them, and the high standards students set for themselves. Students had developed excellent critical thinking skills, collaborated effectively with others to solve problems, and were effective independent learners.
- All students demonstrated excellent attitudes towards learning, behaved very well and had formed positive relationships with each other and with their teachers. Their understanding of Islamic values and awareness of Emirati and world cultures were outstanding across all phases. Their involvement in charity and environmental projects and initiatives had positive impact on the local and wider communities.
- In most subjects, teachers showed outstanding subject knowledge and excellent questioning skills. They created an atmosphere of mutual respect, which led to outstanding progress and high standards of work. Methods used to check how well students were doing, particularly those used in lessons, were highly effective. As a result, the learning needs of students of all abilities were consistently well met. However, these outstanding features of teaching and assessment were not observed in the Islamic Education and Arabic lessons.
- The school provided a high quality, rich and diverse curriculum that challenged students to excel, and motivated and inspired them to achieve well. The college had creatively designed its curriculum to provide an excellent range of curricular and extra-curricular activities so that almost all students had opportunities to reach their potential.
- Students benefited from effective systems that protected and promoted their safety, health and wellbeing. Within this well-disciplined, caring learning community students' welfare remained a very high priority at all times.
- The senior leaders had been highly successful in promoting a vision which had ensured the school delivered an outstanding quality of education. Self-evaluation was accurate in most respects but not in Islamic Education or Arabic as a first language. All staff engaged well in improvement planning and set ambitious agendas for school improvements. Links with parents and the community were very effective. Governors supported the work of the school very well.

How well does the school provide for students with special educational needs?



- Students with special educational needs made at least good academic progress compared with their peers.
- Teachers provided a good range of support from which students benefited.
- Individual educational plans provided details for teachers on how to modify lessons, but not all teachers used this consistently.

1. How good are the students' attainment, progress and learning skills?

		Secondary	Post-16
 Islamic Education	Attainment	Acceptable	Acceptable ↓
	Progress	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Unsatisfactory	Not Applicable
	Progress	Unsatisfactory	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

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Secondary	Post-16
Curriculum quality	Good ↓	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding

5. How well does the school protect and support students?

	Secondary	Post-16
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Good ↓
Management, staffing, facilities and resources	Outstanding



School **Inspection** Report

Overall school judgement

Outstanding

Key strengths

- Consistently high standards in teaching and learning led to continued outstanding attainment and progress in English, mathematics, science and most other subjects.
- Students' demonstrated outstanding personal and social development, exemplified through their outstanding behaviour, mature attitudes, strong work ethic, independent learning skills and highly positive and purposeful relationships with others.
- Teachers provided high quality care and attention to students' welfare and wellbeing, including preparing students exceptionally well for their next stages in learning and life beyond school.
- There was a very wide-ranging programme of extra-curricular activities, including cultural and sporting activities, in which almost all students participated.
- Strong leadership at all levels provided clear and unified direction for the school and contributed significantly to maintaining an ethos of high expectations.

Changes since the last inspection

- New appointments to the school leadership and management teams, as well as some internal restructuring of pastoral leadership, had strengthened decision-making processes, as well as the guidance and counselling offered to students.
- Focused enrichment days had been put in place to ensure all students experienced a comprehensive and outstanding personal, social and health education programme.
- School facilities had been improved, including new computer rooms and individual learning pods, refurbishment of the sixth form centre, new mathematics and economics rooms and improved sports facilities.
- The school's Alumni Association continued to grow and now had a directly elected member on the Board of Governors.
- Students' attainment and progress in Islamic Education within the post-16 phase had declined from good to acceptable.

Recommendations

- Improve students' attainment and progress in Islamic Education and Arabic as a first and second language so that they match the outstanding results found in other subjects.
- Ensure governors routinely hold school leaders to account for students' outcomes and the quality of provision particularly in Islamic Education and Arabic lessons.
- Improve the provision for students with special educational needs by:
 - increasing the effectiveness of teachers' use of individual education plans
 - strengthening the monitoring of students' progress in relation to that of other groups of students
 - routinely evaluating the impact of provision on students' personal and academic outcomes.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Unsatisfactory	Unsatisfactory
Arabic as an Additional Language	Good	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students had an appropriate knowledge of Islamic concepts and linked these to their own lives. The majority developed their understanding of Seerah and Prophet Musa's story well above expectation. However, their Qur'an recitation skills were still developing.
- In Arabic as a first language, students could not express their views confidently using Arabic language. Their listening, reading and writing skills were well below expected levels. Their progress in listening was in line with curriculum expectations. Almost all students' progress in speaking, reading and writing skills was well below expected levels.
- In Arabic as an additional language, students could adequately understand the spoken discourse. They could read a basic text for comprehension and express themselves orally using a consistently good range of vocabulary. They exhibited the ability to write short paragraphs with basic language following a given model.
- In English, students attained highly in all aspects of the subject. They made rapid progress in speaking and listening skills and they contributed very well to work in small groups. They listened acutely and built on one another's ideas. They read with increasing expression and understanding and developed accurate and sensitive writing styles.
- In mathematics, students' abilities to use their prior knowledge and excellent basic skills were outstanding. For example, they could select appropriate operations when solving problems such as those related to probability. This, together with extremely well developed reasoning skills, resulted in outstanding progress and consistently high standards in mathematics throughout the secondary phase.
- Students made outstanding progress in science, developed through a deep understanding of scientific concepts and excellent investigative skills. This led to outstanding GCSE results.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable ↓	Acceptable ↓
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Islamic Education, most students had clear knowledge of the Seerah, Islamic morale and values in line with expected levels. They developed their understanding of Hajj and its steps and rules as expected for their age group. Their recitation skills and using the Qur'an verses as a point of reference were still developing.
- In English, students attained highly. They made accelerated progress in the skills of oral presentation and debating. They read with discrimination and used strong powers of analysis. Their writing was mature, empathetic, accurately expressed and drew on a wide vocabulary.
- In mathematics, students' highly developed investigation skills resulted in outstanding attainment and progress. They used their knowledge of appropriate formulae exceptionally well, for example, to calculate lengths of circular arcs and areas of sectors, volumes or masses. They demonstrated the knowledge and skills of highly competent mathematicians.
- Students made outstanding progress across all areas of science, including investigations and had built upon their GCSE work to deepen their understanding and analytical skills. This led to outstanding external examination results.

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Nearly all students were enthusiastic and independent learners. Students were aware of their progress, effectively evaluated their own performance, planned steps to improve and were confident to seek help when needed.
- Students were confident to explain their understanding and justified their arguments cogently and articulately. Nearly all collaborated very effectively and debated challenging issues with maturity and mutual respect.
- They made connections between areas of learning and used prior learning very effectively to develop hypotheses and to broaden and deepen their understanding.
- Most students had highly developed skills of independent learning and used these and a range of resources and technologies effectively to extend their learning. For example, in physical education students used iPads to record activities, analyse performance and plan improvements. Critical thinking was used very well in nearly all lessons.

2. How good is the students' personal and social development?

	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students were self-reliant, resilient and demonstrated excellent attitudes towards their learning. In classrooms and while moving around the campus, students' behaviour was exemplary. Mutual trust and respect underpinned the strong relationships which students had formed with each other and with their teachers. Older students supported younger students very well. Students understood the importance that diet and personal fitness played in being healthy. Their regular participation in physical education and sports supported the adoption of a healthy lifestyle. Students' attendance was outstanding and almost all arrived punctually at school and to lessons. 		
	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Students had a strong understanding of how Islamic values impacted on modern life in Dubai, the United Arab Emirates (UAE) and their own lives. Students could explain their own views clearly about how the heritage of the UAE impacted on contemporary Dubai and its multicultural society. Students' knowledge about their own culture and other world cultures was exceptional and they could compare different cultures very well. 		
	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> As evident from their actions and well-thought initiatives and projects, students in all year groups had an exceptional understanding of the impact of their roles on their school and wider community. All students at the school regularly demonstrated the ability to take the initiative, lead and follow up on projects and engagements. Students' environmental projects reflected their well-developed senses of responsibility and their abilities to take action and play distinctive roles in the sustainability of their local and wider community. 		

3. How good are teaching and assessment?

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
<ul style="list-style-type: none"> In almost all subjects, teachers' subject knowledge was very strong. As a result, teachers were able to respond exceptionally well to students' questions and provide detailed and accurate explanations. Teachers' planning was used very well in most lessons to provide tasks that motivated students in their learning and built very effectively on what they already knew and understood. The pace of lessons was adjusted well, based on teachers' knowledge of students' learning styles and needs. Teachers had excellent relationships with students. A mutual respect enabled teachers to know their students in depth and provided students with the confidence to ask questions and share responsibility for their own learning. This contributed exceptionally well in most subjects to students' outstanding progress. In almost all lessons, teachers' expectations were high and appropriately adjusted to meet individual needs whilst maintaining a high level of challenge. For example, in Year 7 the most able mathematicians were challenged to complete questions on probability from GCSE papers. Almost all teachers used questioning effectively to encourage students to think deeply about their learning, and to give them the confidence to be successful. The development of students' learning skills, as well as gains in knowledge, was given very high priority in most subjects. For example, in mathematics and science, the opportunities provided to develop skills of enquiry, reasoning and investigation were built into many tasks. These contributed strongly to the high standards attained. Teaching in Arabic as a first language was unsatisfactory. Teachers' subject knowledge was not fully secure. Strategies to meet the individual needs of students were unsatisfactory. Learning tasks were not modified to provide students with work at a level they could understand. As a result, progress in many of these lessons was unsatisfactory. 		

	Secondary	Post-16
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> In most subjects, assessments were thorough and systematically provided teachers with accurate information about students' levels of attainment measured against the school's curriculum standards. In Islamic Education and Arabic lessons, teachers were less effective in using benchmarks, which led to errors in their analysis and gave an inaccurate view of students' attainment and progress in these subjects. The school made effective use of international assessments to benchmark itself against both Dubai and world averages. The school had a clear understanding of the UAE national agenda regarding international assessment TIMSS and PISA targets, and had taken action to meet the given targets, for example, through improved coverage of relevant topic areas and by the inclusion of PISA type questions in lessons. Assessment information gained from a wide variety of baseline assessment tools provided a well-informed view of students' attainment both in knowledge and skills in most subjects. This information and that gained from the regular tracking of performance was analysed and used to very good effect to ensure students were taught in groups that best met their learning styles and needs. On-going assessment through the use of highly skilled questioning was a significant strength found in most lessons. Information gained from observation and questioning was used very effectively in planning to meet the learning needs of all students and to ensure maximum progress. 		

- Self- and peer-assessments were strong features in most lessons. Teachers' marking and feedback was variable in quality and effectiveness. Where it was used well, students were able to self-reflect and take responsibility for deepening their knowledge and understanding. Where there were weaknesses, for example in Islamic Education and Arabic lessons, marking did not help future planning to address gaps in students' knowledge or skills.

4. How well does the curriculum meet the educational needs of all students?

	Secondary	Post-16
Curriculum quality	Good 	Outstanding

- The curriculum provided excellent development of students' knowledge and skills, especially their interpersonal skills. The requirements of the National Curriculum for England were fully met. Appropriate adaptations were made to reflect the Dubai context, through a core curriculum which provided very good breadth, depth and balance, together with a wide choice of additional subjects.
- In most subjects there was very effective planning for progression and continuity of learning. Senior staff ensured effective liaison with the main associated primary schools. Students were prepared exceptionally well for progression to University. In Arabic as a first language, progression was not planned well.
- Students experienced a rich, diverse and inspiring curriculum which significantly extended their learning. For instance, the strong emphasis on speaking and listening in English provided skills that were used consistently very well to enhance learning in other subjects.
- Strong development of independent critical thinking was evident across the curriculum and there were some effective cross-curricular links, for example between English, history and geography. However, links were not systematically planned across the curriculum and so opportunities to reinforce and further enhance learning were missed.
- There was a systematic annual review of the content and scheduling of the curriculum which ensured high quality provision and met the needs of students and the aspirations of parents. However, Islamic Education lessons were mainly scheduled in preparatory time and not integrated into the main timetable along with all other subjects.
- The curriculum in Arabic as a first language was not appropriately adapted to meet the academic needs of students and did not support students to develop all required skills areas.

	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding
<ul style="list-style-type: none"> • Effective planning and modification in most subjects provided a stimulating curriculum which challenged the able student body to make mostly outstanding progress and attain highly. There was effective updating of schemes of work to make further improvements such as the work in English to widen students' exposure to different genres for their leisure reading. The school's curriculum for students studying Arabic as a first language did not meet their learning needs. The curriculum for students with special educational needs was good. • The college had extended the range of options it offered students at both GCSE and A level. For instance, it provided for the study of Latin and was planning for the measured introduction of computer science studies. All students had been able to follow their chosen subject options. These gave the students the opportunities to excel across a range of subjects. • This rich curriculum was improved by an extensive range of additional activities which broadened students' life experiences as well as providing further challenge for the highly able. The school was examining further ways in which the needs of gifted and talented students could be extended further by running a trial to put them in touch with similar students world-wide. Students' participation rates in extra-curricular programmes were very high and gave students the chance to represent their school locally, regionally and internationally, for instance in debating and sporting competitions. 		

5. How well does the school protect and support students?

	Secondary	Post-16
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> • The school gave a high priority to students' welfare and wellbeing. Very good attention was given to students' safety, including effective child protection and internet safety policies. • The school clinic's nurses and doctor provided very good quality health care for students. Very good health cover was available to students' engaging in sports fixtures at the school. A highly effective system ensured students' safety in and around school buses. • Regular emergency evacuation drills were efficient and recorded. • Buildings were suitably maintained. The campus was kept clean and was accessible by those with a physical disability. • Most students put into practice the school's promotion of healthy living. 		

	Secondary	Post-16
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> Students and staff enjoyed trusting, well-informed relationships that created a positive atmosphere for developing responsible behaviour and keen attitudes to learning. The college had well-tried systems for monitoring and promoting students' high levels of attendance and punctuality. These were supported by students' full involvement in college life. The initial identification of students with special educational needs was thorough and led to timely support plans. Subsequent monitoring of progress was through form tutors, departments and the learning support teacher. However, information from these sources was not collated and analysed routinely. These systems monitored and supported the students' personal development well and enabled them to make mostly outstanding academic progress. The school had embedded structures and systems to monitor all students' wellbeing and personal development. It was assisted in this by the generally high level of awareness amongst the students themselves. 'Enrichment Days' and the post-16 'Home Alone' programme gave students important life skills. Senior students benefited from excellent careers guidance. Students' regular contact with form tutors enabled them to raise concerns for further action at meetings of heads of section. The new, frequently used mentoring service and access to a newly appointed counsellor had broadened the school's pastoral care system. The school used its extensive contacts to guide students' university and careers choices exceptionally well. 		

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> School leaders were committed to improving the provision for students with special educational needs and had good plans to bring this about. The staff were appropriately trained. Further qualified staffing was being considered to manage and evaluate the planned improvements more effectively. The identification of students' specific needs was carried out promptly using a variety of testing as part of entry procedures. Appropriate levels of support were then offered but were not always provided consistently across the college. Some changes to class teaching practice were helping students make good or better progress but this was not the case in all lessons. The out-of-class support was very well matched to students' needs and enabled individuals to make consistently accelerated progress and so reduce the need for this intensive support. The college involved parents in either briefing them on the issues the school had detected or in responding to the concerns parents had raised. Improvements has been made to the reporting systems and home-school communication links. There had also been improvements to the construction of students' personalised learning plans so that parents could assist their children to learn at home. Students generally made at least good academic progress compared with their peers as a result of the good provision. However, their ownership of, and involvement in, improving their own personal and social development was not actively encouraged. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> Senior leaders had involved all stakeholders effectively in creating an agreed five-year vision for the school with a clear direction for continued growth and improvement. Annual school and subject department improvement plans flowed from the vision statement. These plans consistently set ambitious, challenging but achievable targets to deliver a first class education. Leadership was distributed widely across the school. Many teachers served in leadership positions as well as on committees and working parties. Relationships were positive across the school. As a result, teachers felt highly valued and involved in the school improvement processes. Leaders made a very positive impact on school performance. At all levels, the school demonstrated a very strong capacity to innovate, to strive for excellence and to deliver continuous improvement. A remaining priority was the need to raise students' attainment and progress in Islamic Education and Arabic to the high levels of student achievement in all other subjects. 	
	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> The school engaged in a rigorous self-evaluation process. This involved all staff and other stakeholders and focused on identifying priorities for improvement. Senior leaders conducted 'learning walks' of subject departments. Best practice was recognised and shared more widely through 'Spark' events within the school. The self-evaluation process was not operating effectively for Islamic Education or Arabic as a first language. Teachers were encouraged to be self-reflective practitioners and all were engaged in a cycle of professional review and development. The school's five-year vision document informed an annual school action plan. It enabled the section and subject department improvement plans to be devised. This resulted in consistently ambitious agendas for improvement in most respects. Self-evaluation had led to many improvements, including an expansion of the curriculum planned for implementation in September 2015. The school had taken a range of actions to address the recommendations of the previous inspection. However, these had been ineffective and had not been monitored well enough by governors. 	
	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> The school had established good quality links with parents, including the 'Friends of Dubai College' which organised a wide range of events for parents and students and fund-raising activities. Parents received regular student progress reports and 'The Communicator' gave them ready on-line access to news about school life. Parents appreciated senior leaders being readily accessible to them. An extensive network of community links were in place. The school's Charity Committee organised very good community opportunities for students, including engaging in local environmental projects and supporting workers in labour camps. 	

- The school's Alumni provided excellent support to senior students by assisting with careers education, mock interviews, work shadowing placements and hosting a 'Business Dinner'. The school hosted several sports competitions and linked well with other schools, both local and further afield.

	Overall
Governance	Good 

- The Board of Governors and its sub-committees supported the school's senior leaders very well and provided a very positive influence on the work of the school. Governors ensured that well-qualified and skilled teachers were recruited and retained and that resources and facilities were of a high order to deliver excellent outcomes for students.
- The Board regularly engaged with a range of stakeholders to establish views to inform decision-making. There was no elected parent on the Board or sub-committees.
- In most respects, the Board held the Principal and senior leaders to account for students' academic performance and their wellbeing. However, it had not been successful in ensuring that the recommendations of the previous inspection had been addressed effectively.

	Overall
Management, staffing, facilities and resources	Outstanding

- The school ran smoothly, purposefully and very effectively.
- Almost all teachers were well qualified, suitably experienced, had appropriate teacher education and were deployed to good effect. Induction procedures for new staff were exemplary. Teachers in science and design and technology were ably supported by several technicians. A range of administrative and support workers provided high quality services to the school.
- Buildings were well maintained and teaching and learning resources were extensive and of a high quality.

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	223	29%
	Last year	220	33%
 Teachers	37		37%
 Students	94		26%

- Around a third of parents and teachers responded to the survey. Only a quarter of students responded.
- Responses to the surveys indicated very high levels of satisfaction in almost all aspects of the work of the school, most notably among parents.
- Almost all parents and most students thought that students' progress in English, mathematics and science was good. A minority of parents, students and teachers were less positive in their views about the progress made by students in learning Arabic as an additional language.
- Almost all parents and students said that the quality of education provided by the school was very good, that students enjoyed school, student behaviour was good and that they were taught by well qualified and skilled teachers.
- All parents, students and teachers said that students were safe in the school, were treated fairly, were well looked after and that those with special educational needs were given good support.
- All parents and teachers and most students said that the school provided good opportunities for students to learn about their community and environmental responsibilities.
- Almost all parents and students thought that the school prepared students very well for their next stages in education and life, particularly through good tutoring, counselling and career guidance.
- All parents and teachers, and almost all students, felt that the school provided a good range of subjects and a wide range of extra-curricular activities for students to select from and engage in.
- All parents, almost all students and most teachers felt that the school was led well.
- A minority of parents wanted their children to form a greater understanding of the importance of Islamic values in Dubai and required more detail in student progress reports as to how to support their children's next steps in learning.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae