

SUPPORTING

**International
British**

SCHOOLS
OVERSEAS



COBIS

COUNCIL OF
BRITISH
INTERNATIONAL
SCHOOLS

The Patron's
ACCREDITATION
AND COMPLIANCE
SUMMARY

Dubai College
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The findings of this summary reflect the collective work and agreement of the Peer Accreditation Team.

The Compliance and Accreditation visit took place between Monday 30 January and Wednesday 1 February 2017.

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GUIDE TO COMPLIANCE

Evidence is insufficient to meet the standard

Evidence is currently below expectations

Evidence supports the standard

Evidence provides an example of COBIS best practice

COMPLIANCE OVERVIEW

Dubai College is fully compliant with all of the standards set forth by The Council of British International Schools that enable it to be a member of the organisation.

The School is willing to share its areas of best practice with other schools within the organisation promoting school improvement for the benefit of students worldwide.

1.0 RECRUITMENT

The school has as a priority the recruitment of appropriately qualified and experienced staff.

1A

STANDARD

The school recruitment process is fair and transparent and ensures that appropriate staff and volunteers are appointed. This applies to all staff, teaching and non-teaching.

1B

STANDARD

All staff within the school, including volunteers and supply staff, meet high standards of child protection and the safeguarding of students.

2.0 STUDENT WELFARE

The school provides a safe and supportive environment for all young people.

2A

STANDARD

The school provides a pastoral structure that meets the needs of all students and promotes their personal development.

2B

STANDARD

The school has provision for the health and safe supervision of all students to allow them to flourish in the school environment.

2C**STANDARD**

The school ensures that, through positive behaviour management, students are supported in their learning and safety.

2D**STANDARD**

The school ensures that off-site activities are appropriate and safe .

3.0 FACILITIES

The school provides a safe and supportive environment for all young people.

3A**STANDARD**

Accommodation supports the learning needs of students.

3B**STANDARD**

The site(s) provides a secure environment for students to enjoy.

3C**STANDARD**

The fabric of the school provides an effective working environment.

3D**STANDARD**

Overall facilities meet the needs of all students including those with learning needs or physical disability.

4.0 GOVERNANCE

The school's governors/proprietor works to support students and the work of the school.

4A

STANDARD

All governors or proprietor(s) meets all the requirements for staff with access to young people, reinforcing the importance of safeguarding within the school.

4B

STANDARD

Measures are in place for governors/proprietor(s) to either register interests and/or manage conflicts of interest.

4C

STANDARD

There are written procedures/protocols for the remit of the work of governors/proprietor(s).

4D

STANDARD

There is appropriate induction for new governors.

4E

STANDARD

Governors or proprietor(s) have a commitment to training or development.

4F

STANDARD

The governors or proprietor(s) provide records of meetings and decisions as appropriate. Contact details for the governors/proprietor(s) are made available to parents.

5.0 ETHOS AND VALUES

The school has an evident British ethos and promotes internationalism.

5A

STANDARD

A British ethos is apparent and important to the school. This may involve reference to British values freedoms and culture as far as it is permissible within the context of the laws of the host country.

5B

STANDARD

The school promotes education for international understanding.

5C

STANDARD

The school teaches the majority of subjects through the medium of English.

OVERVIEW OF CORE ACCREDITING STANDARDS

7.0 LEARNING AND TEACHING

The school recognises that their core business is teaching and the quality of this helps define the school. The school celebrates the learning of students and ensures that it can identify and support learning both in the classroom and elsewhere.

Students at Dubai College enjoy a high standard of education whereby they are able to access learning at the highest level, appropriate to their abilities and aspirations. Overall, teachers are incredibly supportive and offer their time and experience generously. The relationships throughout the school are very positive and the students feel supported in their learning journeys. The school recognises the need to develop some areas of teaching methodology to reflect more modern pedagogies and plans to do this at a rate which does not disrupt the excellent examination outcomes traditionally enjoyed at the school. Technologies are being embraced and the use of blended learning techniques is part of the development plans for the school.

Students are incredibly proud of their school and how well it prepares them for university life and beyond.

8.0 LEADERSHIP IN THE SCHOOL

Schools are successful because of the high quality of leadership at different levels throughout the organisation which supports students.

The leadership of Dubai College is clear in its vision and their plans to move the school forward. The Headteacher, supported by an enthusiastic and driven leadership team, understands the journey that the school needs to undertake to maintain its local and international reputation as a leader in the field. With a well stated aim of, 'to be the best' Dubai College is a school that attracts and retains high calibre staff who can deliver the best possible education for the students, engaging modern pedagogies and technology.

The school has identified key areas for adding to the strengths in this area so that they can continue to develop their vision of excellence in all areas where they can be measured against the best independent schools in the UK and the best international schools around the world.

9.0 COMMUNICATION

Schools are successful because of the high quality of leadership at different levels throughout the organisation which supports students.

There are clear channels and protocols for communication within the school. Overall, parents are aware of these channels and work with them. There are increasing opportunities for parents to engage with the school via discussion groups that are helping the leadership team formulate strategies for future development in this area.

Student progress is reported through written reports and parent conferences and the school is working on a new 'Parent Portal' that will provide up to date, electronic access to student progress and news.

10.0 EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY LIFE

The school values a wide range of clubs, activities, charitable and community projects which exemplify the all-round education the school provides.

The students at Dubai College benefit from an extensive range of extra-curricular activities. They are encouraged to develop themselves as a multi-faceted member of the community, developing a profile of activities that includes sports, the arts, philanthropy and more. The programme of activities is well planned and the students speak highly of the opportunities offered to them.

The on-site facilities ensure that all members of the community can engage with the planned activities without the need to travel off-site. Areas such as the high quality sports facilities, including a swimming pool, sports pitch and indoor gymnasium, alongside a 900 seat auditorium and sound recording facilities offer many alternative activities beyond the highly academic studies that the students undertake.



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