



المعرفة
Knowledge



DUBAI COLLEGE

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER
























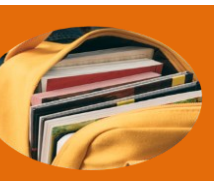




OUTSTANDING

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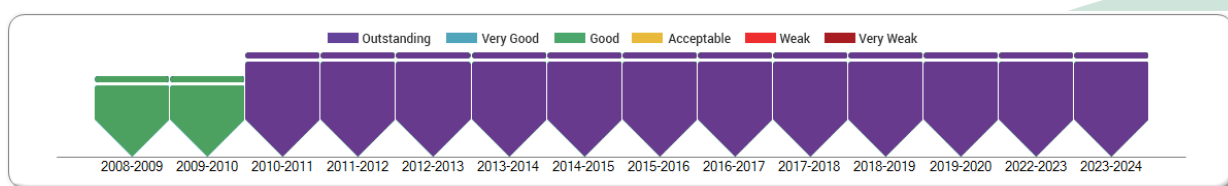
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SCHOOL INFORMATION

| | | |
|--|---|------------------------|
|  GENERAL INFORMATION |  Location | Al Sufouh |
| |  Opening year of school | 1978 |
| |  Website | www.dubaicollege.org |
| |  Telephone | 97143999111 |
| |  Principal | Michael Lambert |
| |  Principal - date appointed | 9/1/2015 |
| |  Language of instruction | English, Arabic |
|  STUDENTS |  Inspection dates | 13 to 17 November 2023 |
| |  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 | 1094 |
| |  Number of Emirati students | 9 |
| |  Number of students of determination | 90 |
|  TEACHERS |  Largest nationality group of students | UK |
| |  Number of teachers | 109 |
| |  Largest nationality group of teachers | UK |
| |  Number of teaching assistants | 3 |
|  CURRICULUM |  Number of guidance counsellors | 3 |
| |  Curriculum | UK |
| |  External Curriculum Examinations | GCSE, A-Level |
| |  Accreditation | BSO |

School Journey for DUBAI COLLEGE



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' academic results in the General Certificate in Secondary Education (GCSE) and Advanced Level (A-Level) English, mathematics and science continue to be exceptionally high. Their progress in Islamic Education and Arabic has improved. Students' skills when working together and independently using technology, and when applying critical thinking continue to be very well-developed.
- Students' attitudes toward learning and others are exemplary. They have deep understanding of Islamic values and the Emirati culture. They show enterprise, innovation and concern for the environment in a wide range of ways; for example, by reducing plastic and paper waste. Many students participate in action programmes to help others less fortunate than themselves. Overall, students' personal and social development is outstanding.

Provision For learners

- Lessons are almost always of the highest quality. Teachers are in command of their subject knowledge and of how students learn best. They explain topics clearly and plan and implement learning activities which engage students and make them think. Most teachers undertake their assessments of students' progress and their next steps in learning very effectively. Apart from a few instances, students benefit from helpful feedback on the quality of their work.
- The College's curriculum is very broad and well balanced. It promotes progression and continuity in students' learning. Curriculum experiences and activities stimulate students and engage their interest effectively. Adaptations are well thought out, including extra time for Islamic Education and Arabic, which enhances learning. Personalised learning in lessons is a positive feature. The range of extra-curricular activities for students is excellent.
- The College's grounds and buildings are safe and hygienic. Procedures for the welfare and wellbeing of all students are appropriate and implemented well. Child protection is a strength, as are activities for personal, social and health education. The facilities and resources provide a rich learning environment for students. Support for students of determination and the promotion of their wellbeing are very good.

Leadership and management

- Leadership is strongly collegiate. The Headmaster and senior and middle leaders are competent and innovative. The College's self-evaluation is ongoing and effective. It results in not only maintaining of very high achievements, but significant improvements in other aspects. Partnerships with parents and the community are strong and beneficial to the school. Governors are exercising accountability and supporting the school well. Leaders manage the staffing, facilities and resources very effectively.

Highlights of the school:

- Students' academic results in English, mathematics and science and their learning skills, which continue to be outstanding.
- Improvements in students' progress in Islamic Education and Arabic.
- Students' excellent personal and social development, including their social responsibility and understanding of Islamic values and Emirati culture.
- A strong curriculum taught very well across the College.
- Exceptionally strong leadership for learning at the senior and middle levels.

Key recommendations:




- Build on the improvements in students' progress in Islamic Education and Arabic to improve their attainment.
- Enhance strategic leadership of wellbeing and inclusion.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

| | | Secondary | Post-16 |
|---|------------|----------------|----------------|
|  Islamic Education | Attainment | Good | Good |
| | Progress | Very good ↑ | Very good ↑ |
|  Arabic as a First Language | Attainment | Acceptable | Not applicable |
| | Progress | Good ↑ | Not applicable |
|  Arabic as an Additional Language | Attainment | Good | Not applicable |
| | Progress | Very good ↑ | Not applicable |
|  Language of instruction | Attainment | Not applicable | Not applicable |
| | Progress | Not applicable | 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 |

02 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 |

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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 |

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | |
|---|-------------|
| The effectiveness of leadership | Outstanding |
| School self-evaluation and improvement planning | Outstanding |
| 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](#)

FOCUS AREAS

National Agenda Parameter

International Assessments, Reading Literacy and Emirati Achievements

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter (NAP) targets.



| | |
|-------------------------------------|------------------|
| A. Registration Requirements | Met Fully |
|-------------------------------------|------------------|

- The school fully meets the requirements for registration for benchmark tests.

| | | |
|---|---------------------|-----------------------|
| | Whole school | Emirati cohort |
| B. International and Benchmark Achievement | Outstanding | Not applicable |

- Since the school has only the Secondary and Post-16 phases, the Progress in Reading Literacy Study (PIRLS) is inapplicable. The school has maintained its outstanding performance in all benchmark tests for English, mathematics and science.

| | |
|---|--------------------|
| C. Leadership: International and Emirati Achievement | Outstanding |
|---|--------------------|

- The school has introduced an 'Emirati Scholars' programme over the last year to encourage growth in the number of Emirati students. Leaders have created a post of Tutor for Emirati Students, who effectively monitors their progress.
- Staff members use the results of external benchmark tests to adapt and improve the curriculum and approaches to teaching. Overall, the planning for improvements in the National Agenda is done very well.

| | | |
|---|---------------------|-----------------------|
| | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy | Outstanding | Not applicable |

- The College continues to place a very strong focus on the development of reading literacy skills; for example, through the 'Reading Challenge' in which literacy is being promoted effectively.
- Although the Emirati student population in the school is very small, the recently established Emirati Scholars' Programme ensures that Emirati students are supported to reach their full potentials. Interventions for other groups of students are similarly effective.
- With one full annual cycle of NGRT reading tests completed, the school is maintaining outstanding scores by its students. It continually seeks to build on this very strong position.

Overall, the school's achievement of the standards in the National Agenda Parameter are outstanding.

For Development:

- Build on the recent increases in numbers of Emirati students.
- Extend the positive support provided for this group of students.

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- The governing board, Headmaster and senior leaders demonstrate very strong commitments to wellbeing in the College. Regular assessment of provision through surveys and students' voices provide opportunities for developments in provision. Important feedback informs leadership meetings, which in turn provide further impetus to identify and initiate ways to improve wellbeing for everyone in the community.
- The Deputy Head and counsellors make up a strong team that is available to assist any member of the school community needing academic, emotional or personal support. Older students' mentor younger ones and new staff members have mentors to support them. Students are helped to be mindful and to build positive relationships. They are encouraged to be reflective, positive and respectful for the establishment of the broad range of activities that promote their wellbeing.
- Policies and curriculum practices, such as, the Rolling Positive Education Programme (RPEP) emphasise wellbeing and the importance of the health, happiness and success of all stakeholders. The RPEP curriculum underpins the wellbeing programme. The programme of life skills enables students to learn about themselves, others and their potential future careers. It builds confidence to achieve personal success. Students identify with the College, engage enthusiastically with a wide range of additional activities and are safe and valued.

For Development:

- Strengthen the leadership of wellbeing to bring a more holistic understanding of it to all stakeholders.
- Create more opportunities for students to initiate and advance wellbeing priorities.

UAE social studies and Moral Education

- The school has recently combined the teaching of social studies and moral education. Leaders have integrated the programme through the school timetable, assemblies and the RPEP. Teachers follow the framework with additional resources from the head of the department.
- Many who teach the MSCS framework are from the humanities subjects and make cross-curricular links effectively. Teachers prepare lessons that offer open discussions and increased awareness of values, cultural diversity and social considerations. Younger students enjoy exploring the range of family structures, while older one's debate markets and trade, utilising the expertise of their fellow A-Level economics students.

Arabic in Early Years

Not applicable



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Good | Good |
| Progress | Very good ↑ | Very good ↑ |

- Across the College a large majority of students are making better than expected progress in their learning. Their knowledge and understanding of the Islamic Education are well-developed and the school's internal assessment information reflects what is seen in lessons and students' work.
- Students' knowledge and understanding of Islamic values, concepts and rulings are strong. Younger students show good understanding of the Zakat and Taymum rulings. Senior students can explain sophisticated terms, such as the revelation and rulings related to marriage. Students' knowledge of the Seerah is less secure.
- Students' progress has improved significantly this year as a result of improved teaching across the phases. Students have been helped to integrate Tajweed rules with their knowledge and understanding of the Holy Qur'an. However, their skills for applying the rules of recitation are insecure.

For Development:

- Improve students' recitation skills by providing more opportunities for them to recite verses individually when following those rules.
- Ensure that students link new learning to the Holy Qur'an and the Seerah.

ARABIC AS A FIRST LANGUAGE

| | Secondary | Post-16 |
|-------------------|------------|----------------|
| Attainment | Acceptable | Not applicable |
| Progress | Good ↑ | Not applicable |

- Most students are achieving the expected levels of attainment. Internal and external assessment data and the work seen in lessons support the overall judgements of attainment and improving progress.
- Students' knowledge of vocabulary allows them to reply orally and present well-known stories. Support with guided writing is showing improvement with more students responding effectively to a wider variety of prompts. However, students' use of standard Arabic varies in quality.
- The newly established reading programme is beginning to help students develop stronger reading and comprehension skills. Independent, creative writing is improving but its effectiveness still varies across all year groups. Students are yet to initiate oral discussions as well as they could.

For Development:

- Provide more opportunities for students to initiate dialogues and discussions using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

| | Secondary | Post-16 |
|-------------------|-------------|----------------|
| Attainment | Good | Not applicable |
| Progress | Very good ↑ | Not applicable |

- Students in the upper secondary years can hold simple conversations within given contexts. Lower secondary students speak in short sentences with correct use of grammar. Their fluency in dialogue has improved. They can respond to commands and questions with words or short phrases.
- Most students are beginning to understand questions and follow instructions. Beginners of Arabic communicate smoothly at appropriate levels. Students' reading comprehension skills are strong.
- Arabic teachers have worked with teachers in other departments to enhance their teaching strategies. This teamwork has resulted in improving progress by students.

For Development:

- Increase the opportunities for students to expand their language skills in various ways, but especially in speaking and listening.

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- At both phases, students make very rapid progress, leading to notably positive attainment. Results in the GCSE and A-Level examinations are very high. Secondary students annotate, analyse and present with confidence and competence. Post-16 students use language techniques very effectively in their writing.
- Students' speaking skills are highly developed. Most students enjoy interactive and challenging discussions. Year 9 students can critique and appreciate a poet's skills. Year 13 students analyse critically themes of language, structures of a novel and their effects upon readers.
- The new library provides an excellent facility to implement the timetabled 'Reading for Pleasure' for students in Years 7 to 9. This is encouraging students to appreciate the joy of reading various genres and extending their reading skills through the 'Reading Challenge' initiative.

For Development:

- Ensure that all students have opportunities for and are supported in challenging dialogue.

MATHEMATICS

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- At both phases the outcomes of internal and external tests, including international assessments, demonstrate that most students are achieving above the expected levels. They are making progress beyond expectations. Students' problem-solving skills are well-developed across the College. Students' presentation of their work is occasionally untidy.
- Students communicate their mathematics thinking exceptionally well. Year 8 students understand graphs of straight lines and their equations. Year 12 and Year 13 students show skills in statistical testing and in resolving forces around a point.
- The school has introduced a new adaptive technology system as an additional source of support and challenge for students. This development, along with 'progress tickets' is helping to extend mathematical knowledge and skills in and out of the classrooms.

For Development:

- Ensure greater consistency in the quality of students' presentation of their work in mathematics.

SCIENCE

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Internal and external assessment data indicate that students' attainment and progress are exceedingly strong in both phases. Although a strength of the provision overall, students' scientific writing skills are less consistent in the lower year groups in the Secondary phase.
- Most students display very secure understanding of scientific concepts in their oral work. They use scientific terms appropriately when they talk about science. Year 7 and Year 13 students show a well-developed understanding of solubility and genetics.
- Investigative work enables students to link their theoretical learning to their own lives, and to develop their thinking and scientific problem-solving skills. Teachers are working to involve students more often in open-ended learning tasks, with some early success evident.

For Development:

- Extend the open-ended scientific tasks and students' skills for writing about them.

LEARNING SKILLS

| | Secondary | Post-16 |
|------------------------|-------------|-------------|
| Learning skills | Outstanding | Outstanding |

- In both phases, students are highly self-motivated. They contribute well to discussions, group activities and independent enquiries. For example, Year 7 students can make comparisons on the topic of water scarcity using their critical thinking skills and applying them. Older students are competent in research and analysis.
- Students are adept at gathering information, evaluating it and presenting their evidence to their classmates. They are confident users of digital devices; for example, when using slow-motion recordings on their phones to capture what happens in a science experiment.
- The school has developed opportunities for shared learning and interactive activities designed to encourage risk-taking, but with an understanding that mistakes are an important part of learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

| | Secondary | Post-16 |
|-----------------------------|-------------|-------------|
| Personal development | Outstanding | Outstanding |

- Across the College students demonstrate very positive and responsible attitudes towards learning and school life. They are sensitive to the needs of others and show genuine concern for them. Students are self-reliant and exhibit very impressive skills for leadership.
- A strength of the College is students' commendable behaviour. This is partly a result of leaders' policies and initiatives to promote good behaviour. The use of the 'Alert Button' has been of great help in maintaining high levels of students' attendance and their punctuality to classes.
- Students' understanding of living healthily is excellent. In all phases, students participate in sporting activities. They adopt healthy approaches to living and encourage others to do so.

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

- Across the College students have deep understanding of the importance of Islamic values and their relevance to society in the UAE. Students can explain how values such as kindness and tolerance are enhancing the lives of different people living in the UAE.
- Students are proud of their own cultures. They can speak knowledgeably about different aspects, such as art, cuisine and places of interest. Older students can give details of world cultures, for example, Japanese technology, English literature and the Pyramids of Egypt and Mexico.
- Celebrations, assemblies and subject lessons are helping to maintain students' understanding of the UAE's heritage and culture to very high levels.

| | Secondary | Post-16 |
|--|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding |

- Students are observant and demonstrate commitment and devotion through the values of care and consideration for others. Older students demonstrate excellent responsibility and make valuable contributions when offering their opinions on issues in the College.
- Students have positive views on their education and believe that teachers respect their creativity and talents. They are confident when leading, initiating and participating in projects such as the Community Action Programme, which raises money to support the education of children outside of the UAE.
- Most students demonstrate excellent work ethic and innovation skills. They use these to generate imaginative ideas that benefit the school community; for instance, in reducing plastic waste and paper.

03 TEACHING AND ASSESSMENT

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

- The quality of teaching is of a consistently high standard. Teachers have strong subject knowledge and experience of how students learn best. They plan interesting, challenging and well-paced lessons, using a range of resources. Teachers' use of open-ended questions require students to think deeply.
- Practical activities and opportunities for debate, analysis and prediction are well-developed. Teachers make effective use of assessment information to support and improve their students' learning. They adjust the pace of the lesson according to students' responses, thus enabling excellent progress to be made.
- Teachers promote critical thinking and investigative research in lessons. They enjoy trying new approaches to learning and adapting them to match the needs of different groups of students. Occasionally, these new initiatives by teachers need further time to be established.

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Assessment | Outstanding | Outstanding |

- Across the College internal and external assessment arrangements are robust and in line with the curriculum requirements. Teachers and leaders analyse and use data from assessments, including international tests, to improve teaching and the curriculum.
- The school's assessment policy sets out clear expectations for teachers and students. It is implemented effectively and helps to ensure a common approach across subjects. Oral assessments in lessons are done well. The quality of written responses to students' work is, in a few cases, insufficiently helpful.
- Equipped with their analyses of assessment information, teachers have thorough knowledge of individual students' strengths and weaknesses. They use this information in lessons and, when appropriate, adjust their lessons to ensure that students make excellent progress.

For Development:

- Ensure that all teaching initiatives are fully established in lessons.
- Ensure consistency in the quality of teachers' comments on students' written work, so that all know how they can improve it.

04 CURRICULUM

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

- The curriculum has a very clear rationale and is aligned to the National Curriculum for England (NCfE) and the UAE's vision. It is very carefully planned to ensure that learning builds on students' previous experiences.
- Students are provided with a very wide range of curricular choices at the GCSE and A-Level phases. They have access to detailed information on each subject and advice on career pathways. Cross-curricular links are very strong throughout the College.
- The curriculum is reviewed regularly and developed as required. For example, in English smaller classes have been established for students who have difficulty in one or more areas of language. Older students are provided with additional challenge through opportunities to participate in the higher and extended project qualification (HPQ and EPQ).

| | Secondary | Post-16 |
|------------------------------|-------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding |

- Leaders make appropriate adaptations to the curriculum to ensure that all students are making progress. For example, the curriculum time for Islamic Education and Arabic has been extended, with positive effects upon students' learning outcomes.
- The College provides an extremely wide range of extra-curricular activities, including sports. Nearly all students participate in activities of their choice. Enterprise and innovation are evident across different subjects and within the extra-curricular activities available.
- Links with Emirati culture and the UAE's society are very strong. Appropriate learning experiences are integrated through most aspects of the curriculum to enable students to develop clear understanding of Emirati culture.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The College's arrangements for safeguarding students are appropriate at both phases and one of its strengths. Staff members implement them very carefully, along with procedures for child protection. Training for the staff is rigorous and comprehensive.
- Staff members give appropriate and careful attention to carrying out the College's arrangements to ensure students' health, safety and security. Maintenance and record keeping are completed well, as are risk assessments. There have been recent improvements in security; for example, in relation to use of the campus by outside groups.
- The College's rolling programme of personal, social and health education (RPEP) is helping students to stay safe. It also promotes healthy lifestyles for all and complements the wide range of sporting and physical activities available.

| | Secondary | Post-16 |
|-------------------------|-------------|-------------|
| Care and support | Outstanding | Outstanding |

- Staff members have very positive relationships with their students and manage behaviour effectively. They monitor students' attendance thoroughly and promote its importance. As a result, attendance rates are high. Parents are proactive when informing the school of the reasons for any absences.
- High quality procedures identify the educational and pastoral needs of students of determination. The subsequent individual education plans (IEPs) focus on the classroom accommodations which teachers should apply to meet each student's needs. Students are involved in determining modifications and adaptations to the support they receive.
- The identification of students with gifts and talents is very well established. The broad range of extra-curricular activities provides opportunities for them to pursue interests and to excel. Very committed and knowledgeable counsellors provide personalised advice and guidance for university pathways and subsequent careers.

For Development:

- Ensure that observations of students of determination in lessons are used to evaluate the effectiveness of the provision made for them.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The school is very open about its academic selection policy. Nevertheless, governors and leaders share a positive vision for the inclusivity of the school. The school's improvement plan provides clear direction to the inclusion department's work.
- The identification of students' needs is effective, with coordinated use of a range of assessments. Staff members understand the barriers to learning faced by individual students. They ensure that interventions and accommodations are meaningful, relevant and supportive for students in achieving high quality outcomes.
- Parents describe positive partnerships with the school and trust the leaders. Parents report that the inclusion department communicates effectively and keeps them informed on their children's progress. In this way, the school is enhancing parents' skills for supporting their children's learning at home.
- Observations of lessons confirm that classroom cultures are supportive and engaging, enabling students to thrive. Individual plans provide teaching strategies to support teachers in their efforts to maximise the benefits for each student. However, the application of the IEP's accommodations in lessons may be inconsistent.
- Leaders' monitoring of teaching and their scrutiny of regular assessments provide the department with critical information on how well students progress over time. All students of determination are making better than expected progress and demonstrate high achievements.

For Development:

- Enhance teaching and learning accommodations so that students' personal and academic progress is maximised.

06 LEADERSHIP AND MANAGEMENT

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

- The College sets out its vision clearly. It includes maintenance of a selective policy on entrance. Educational leadership is a strength at all levels. Relationships between and among the staff and leaders are cordial. Well-developed capacity for improvement and innovation is evident at all levels. Leaders have maintained high achievement of the curriculum standards over time and promoted improvements in other areas.
- Staff members at all levels are involved in the gathering and analysing of information on the quality of the College's work. They regularly take into account the views of different stakeholders. Monitoring and evaluation of the quality of lessons is a strength. This process gives appropriate attention to students' progress. All findings are used when planning for improvements, with the result that high levels of student outcomes have been maintained and other aspects improved.
- Parents have a very wide range of opportunities to be involved in the College's work. They give talks to students and sit on committees. They benefit from information evenings at the College and indicate that parents' evenings and written reports are very constructive. They particularly value the focus on their children's progress. The College's wide range of partnerships is a strength, with many benefits to its provision and the outcomes by students.
- Governors have strengthened the already wide representation on the board by adding new members and including Emirati parents. Board members have opportunities to gain direct experience of the work of the College; for example, through lesson observations and helpful discussions with subject and aspect leaders. The board exercises accountability very effectively in almost all aspects. It has contributed to the sustained high performance of the school. Governors are partially successful in leading developments in inclusion and wellbeing.
- The College's daily life and work are very well organised. The working week proceeds smoothly in a relaxed but purposeful manner. The College is very well staffed with experienced and able teachers. Senior staff members manage effective procedures for developing teaching competence, including by sharing best practices. The premises and facilities are of high quality, creating a stimulating learning environment. Resources are plentiful. Strengths include helpful, teacher-written textbooks in Arabic and self-designed tools for data analysis in mathematics.

For Development:

- When the vision is renewed early in 2024, take opportunities to align it further with the UAE's national priorities of wellbeing and inclusion, with help from the KHDA.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the 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 QA.Schools@khda.gov.ae