



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

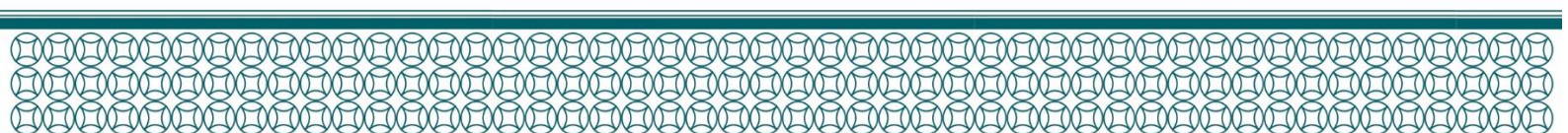
Inspection  
Report of

Brighton College Abu Dhabi

Overall  
Effectiveness

Outstanding

Academic year: 2018-2019





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## School Information

School Profile			
School Name:	Brighton College Abu Dhabi		
School ID:	209	School phases:	Foundation Stage, Primary, Middle and High
School Council: **	N/A		
School curriculum: *	British	Fee range and category*	AED48,500 to AED74,100. High to very high.
Address:	Corniche Al Gurm Street Abu Dhabi		
	Telephone:	+971 (0)2 815 6500	Website:

Staff Information			
Total number of teachers	143	Turnover rate	19%
Number of teaching assistants	61	Teacher- student ratio	1:12

Students' Information				
Total number of students	1681	Gender	Boys and girls	
% of Emirati students	18%	% of SEN students	7%	
% of largest nationality groups	British 27%	Indian 6%	Australian 5%	
% of students per phase	KG	Primary	Middle	High
	18%	44%	26%	12%

Inspection Details				
Inspection date:	from	04/02/1440	to:	07/02/1440
		14/10/2018		17/10/2018
Number of lessons observed:	129	Number of joint lessons observed:	34	

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- Brighton College, Abu Dhabi, first opened in 2011. Since this time, there have been four head masters. The current head master, along with the majority of other college leadership team (CLT) members, has joined the school since January 2017. These include the newly appointed Director of Arabic who was appointed in September 2018. Student numbers have gradually increased since the previous inspection. Teacher turnover has decreased to 19%.
- The overall performance of the school is outstanding. Achievement overall is now outstanding. Leaders have maintained the highest standards in teaching and learning in the English medium subjects whilst improving provision and outcomes in the Arabic medium subjects. Students learning skills are now outstanding. Lessons are creative and innovative. Leaders have an ambitious vision and clear strategic direction for the school which are shared by the whole school community. Self-evaluation and improvement planning processes are outstanding.

Performance Standard 1	Students' Achievement		
Judgment	Outstanding	<b>Change from previous inspection</b>	Improved
Justifications	<ul style="list-style-type: none"> <li>• Students' achievement is outstanding, overall. It is very good in Islamic Education and social studies, and good in Arabic. These subjects have improved since the last inspection.</li> <li>• Students' achievement in the English medium subjects continues to be outstanding. Learning skills have improved and are also outstanding. Students' critical-thinking, problem-solving and innovation skills are intrinsic features of their learning.</li> <li>• The gap in achievement between Arabic and English medium subjects is closing.</li> </ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Outstanding	<b>Change from previous inspection</b>	No Change
Justifications	<ul style="list-style-type: none"> <li>• Students display outstanding behaviour and attitudes to learning. Their relationships with others are outstanding, as is their appreciation of Islamic values and UAE culture and heritage.</li> <li>• Students' attendance, at 96%, and punctuality, are very good. A few students do not always attend school.</li> <li>• Students' social responsibility is outstanding. Their innovation skills both in, and outside of lessons, are excellent. Students are independent and creative learners.</li> </ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Outstanding	<b>Change from previous inspection</b>	Improved



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<b>Justifications</b>	<ul style="list-style-type: none"> <li>Teachers expertly apply their subject knowledge. They plan practical, challenging and creative opportunities for students to learn in most subjects.</li> <li>Most teachers ask challenging questions in lessons to deepen understanding and engage students in insightful dialogue. Teachers use assessment information particularly well to plan future lessons and to reshape learning.</li> <li>Arabic lessons do not always fully develop students' speaking and writing skills using standard Arabic. In Islamic education and social studies, work is not always carefully planned to support lower achieving students.</li> </ul>
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<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The school provides a rich curriculum which is broad and balanced and exceeds statutory requirements. The curriculum provides an excellent choice of learning pathways and strongly promotes students' creativity and innovation skills.</li> <li>The curriculum is regularly reviewed and modified to meet the needs of most learners in all subjects. Sharper modification of the curriculum is needed for Islamic Education and social studies to better meet the needs of lower achieving students.</li> </ul>		

<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The school has rigorous and comprehensive systems to help keep students safe. The school building is exceptionally well-maintained and any safety issues requiring further attention are promptly acted upon and resolved.</li> <li>The school accurately identifies students with special educational needs (SEN) and those who are gifted and talented (G&amp;T). Staff provide personalised support to help these students excel.</li> <li>Attendance is not yet outstanding. A few students do not attend school.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Outstanding	<b>Change from previous inspection</b>	Improved
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The CLT's strategic vision and ambitious direction for the school is embraced by all stakeholders. Leadership is distributed to create an ethos of collective responsibility. All leaders are held to account for the quality of teaching and learning.</li> </ul>		

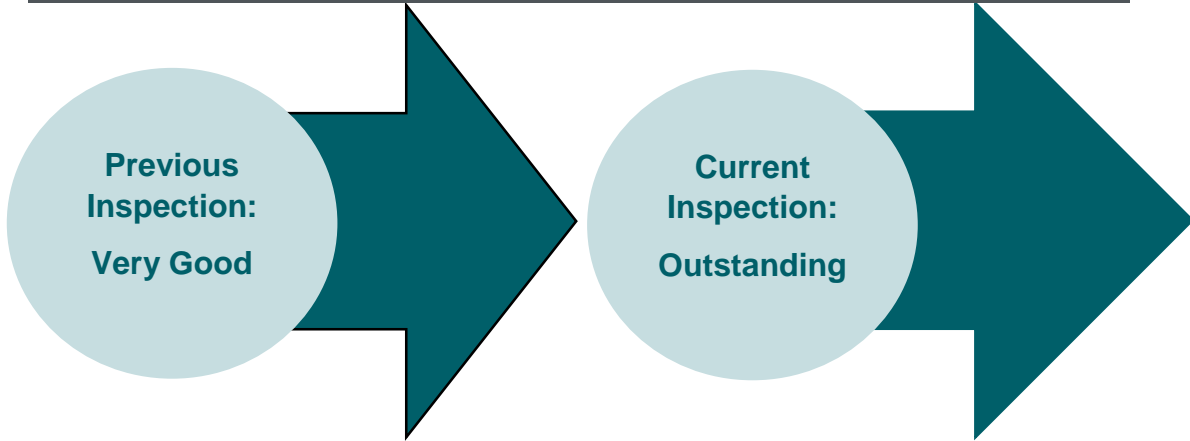


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	<ul style="list-style-type: none"><li>• Partnership with parents and the role of governors have a significant impact on raising students' achievements and improving the overall performance of the school.</li><li>• Standards in Islamic Education, Arabic and social studies have improved since the last inspection because leaders have strongly focused on these through accurate self-evaluation, school improvement planning and review. They recognise the need to further close the gap in achievement between Arabic medium subjects and those taught in English.</li></ul>
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## Progress made since last inspection and capacity to improve



- Senior leaders have addressed each of the recommendations in the last inspection report. The CLT have worked tirelessly to raise the profile of the Arabic medium subjects. They have provided targeted professional development for teachers, including the sharing of best practice across the school. Leaders at all levels sharply monitor lessons and provide constructive feedback to teachers about how to further improve teaching and learning.
- Leaders have introduced a rigorous system of peer-mentoring and observation between the Arabic and English medium teachers. Teachers have productively planned lessons together. Lessons now typically include the use of information and communication technology (ICT) to support students' learning in Arabic.
- The recently appointed Director for Arabic has introduced weekly meetings with the Arabic teaching staff and delivered training to improve the quality of teaching and learning.
- To further raise the profile of the Arabic medium subjects, the school now hosts parent workshops. These help parents to understand how to develop the use of Arabic at home.
- Overall, the progress made in raising standards since the previous inspection indicates that leaders demonstrate outstanding capacity to further improve the school.



## Provision for Reading



- Reading is strongly promoted both in Arabic and English as an intrinsic feature of learning across all subjects.
- The school's libraries host an excellent selection of books both in Arabic and English. A wide range of fiction and non-fiction books support learning across the curriculum for all ages. Students can choose from a range of age-appropriate texts for their own enjoyment or personal study. In Arabic and English, most classes are taught in the library once every two weeks.
- Levelled reading books in English, and new reading rubrics in Arabic, are used until students develop their reading skills sufficiently. Students in the primary phase are set into groups to enable lessons to be more specific to their needs, especially in English.
- High frequency words and sounds in Arabic and English are displayed in classrooms, particularly in the foundation and primary phases. Vocabulary relevant to current themes of learning is also displayed. Most teachers encourage children to use dictionaries and thesauri to support and enhance their vocabulary. In Arabic medium classrooms these displays are at the early stages of development.
- Rigorous assessment processes are in place in reading. Students' reading is assessed through guided reading sessions and hearing individual students read. In Arabic, the use of rubrics allows teachers to assess against set criteria so that targets can be set for students.
- School leaders provide training and support to teachers in reading, sharing best practice. Long term plans are in place to further enhance reading in the school.
- Students participate in external reading competitions to further develop their reading, inference and comprehension skills.





## Key areas of strength and areas for improvements:

### Key areas of strength

- Students' overall achievement and their learning skills in all phases
- Students' appreciation and respect of Islamic values, UAE culture and heritage
- Innovative approaches to teaching and learning
- The identification and support of SEN and G&T students in lessons
- The strategic vision and direction of the school and its distributive leadership.

### Key areas for improvement

- Further raise students' achievement in the Arabic medium subjects by:
  - providing greater opportunities for students to speak and write in standard Arabic
  - having higher expectations of writing skills in Arabic
  - ensuring work is well matched to the students' learning needs in Islamic Education and social studies, particularly for the lower achieving students
  - providing greater opportunities to develop students' use of ICT in Islamic Education and social studies
  - sharply modifying the Islamic and social studies curriculum so that lessons always meet the needs of all students, especially the lower achieving students.



## Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Very Good	Good
Arabic (as additional Language) *	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	N/A	Very Good	Very Good	N/A
	Progress	N/A	Very Good	Very Good	N/A
English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Other subjects (Art, Music, PE)	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning Skills		Outstanding	Outstanding	Outstanding	Outstanding

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is very good.</li><li>• Attainment is very good. This is evident in lessons, students' work, and Grade 12 Ministry of Education (MoE) examination results for 2018. Internal assessments indicate outstanding attainment overall.</li><li>• Students make very good progress in developing their understanding of the Holy Qur'an. They confidently recite from this. Students gain a very good understanding of Islamic concepts, laws and etiquettes. A large majority relate their learning to their understanding of the world at levels above curriculum standards. Learning is not always secure for lower achieving students.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic is good overall.</li><li>• GCSE and A-level examinations and internal assessments show outstanding attainment. In lessons and students' work attainment is good; the majority attain above curriculum standards. The majority of students demonstrate good listening, reading and comprehension skills. Students understand Arabic and can respond at a level that is above expected for their age. However, overall, students' speaking and writing skills are less well-developed features of learning. Students do not always use standard Arabic when speaking. Writing is limited to short sentences and paragraphs.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is very good.</li><li>• The large majority of students achieve above expected levels for their age. Students demonstrate a very good understanding of UAE history and geography. They are aware of the role key leaders play in its success and of environmental issues such as pollution and its impact on agriculture. Learning is not always securely understood by lower achieving students.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is outstanding.</li><li>• Attainment is outstanding overall. This is demonstrated in internal assessments, GCSE and A-level results, lesson observations and students' work.</li><li>• Students make outstanding progress. Speaking, listening, reading and writing skills are exemplary across all phases. Almost all students can speak articulately and are able to communicate their views exceptionally well, particularly in writing. For a few students, spelling is not always accurate.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is outstanding.</li><li>• Attainment is outstanding overall. This is demonstrated in internal assessments, GCSE and A-level results, lesson observations and students' work. Students' practical learning and problem-solving skills are outstanding; students work collaboratively and explain their reasoning astutely using mathematical vocabulary. Their high levels of understanding are secured by teachers' practical explanations and modelling of mathematical concepts. Students' mental mathematics skills are not always sharply developed.</li></ul>



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<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement is outstanding in science.</li><li>• Attainment is outstanding across all phases. This is indicated by internal assessments, lesson observations and students' work, and results at GCSE and A-level. Students demonstrate outstanding scientific knowledge, understanding and skills. They confidently develop skills of scientific enquiry and carry out investigations in lessons. Critical thinking and problem-solving are common features of their learning. Students clearly explain their understanding in discussion. Their written responses are frequently limited to answering questions on worksheets.</li></ul>
<b>Other subjects</b>	<ul style="list-style-type: none"><li>• In music, students sing with precision, play a range of instruments and read music to a high level.</li><li>• In physical education (PE), students engage in challenging activities which build on prior understanding and develop their technical skills.</li><li>• In art, students research and discuss techniques used by artists. They use a range of mediums confidently to express highly creative ideas.</li><li>• In computing, students use different computer software with skill to communicate their ideas. They programme with high levels of understanding.</li><li>• In modern foreign languages (MFL), students develop excellent speaking, listening, reading and writing skills.</li><li>• In a few lessons, students' skills of independent learning are underdeveloped because learning is over-directed.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are outstanding.</li><li>• Students are incredibly positive about learning and readily engage in lessons. They welcome critical feedback about their work and want to know how to improve.</li><li>• Students' collaborate highly effectively. They make meaningful links between subjects.</li><li>• Innovation, research, critical thinking and problem-solving skills are intrinsic features of learning in most subjects. Students' use technology to support their learning and to research independently to deepen their understanding. The use of ICT to enhance learning is less well developed in Islamic Education and social studies.</li></ul>



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<b>Subjects</b>	<b>Relative Strengths</b>	<b>Areas of Improvements</b>
<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' recitation skills</li><li>• Students' application of Islamic teaching to their life.</li></ul>	<ul style="list-style-type: none"><li>• Progress of lower achieving students.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' reading, comprehension and listening skills</li></ul>	<ul style="list-style-type: none"><li>• Development of students' speaking and writing skills.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' secure understanding of UAE history and geography.</li></ul>	<ul style="list-style-type: none"><li>• Progress of lower achieving students.</li></ul>
<b>English</b>	<ul style="list-style-type: none"><li>• Students' exceptional speaking, listening, reading and writing skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' accuracy in spelling.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' understanding and use of mathematical vocabulary</li><li>• Excellent problem-solving and reasoning skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' mental mathematics skills.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Students' scientific knowledge and understanding.</li><li>• Students' critical-thinking and enquiry skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing beyond the use of worksheets.</li></ul>
<b>Other subjects:</b>	<ul style="list-style-type: none"><li>• Students' exceptional achievements in Music, PE, Art and MFL.</li></ul>	<ul style="list-style-type: none"><li>• Students' independent learning in lessons.</li></ul>
<b>Learning skills</b>	<ul style="list-style-type: none"><li>• Students' engagement and positive attitudes</li><li>• Students' collaboration skills</li><li>• Students' innovation, critical thinking and problem-solving skills</li></ul>	<ul style="list-style-type: none"><li>• Students' use of ICT in Islamic Education and social studies.</li></ul>



## Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal and social development, and their innovation skills are outstanding. Students are enthusiastic learners and display exceptionally positive attitudes to lessons. They are strongly self-reliant and welcome critical feedback about their work.
- Students' impeccable behaviour contributes to all areas of school life. Students are self-disciplined and confident learners. Incidents of bullying are extremely rare. Exemplary relationships with staff and one another enable students to excel.
- Students demonstrate a deep understanding of safe living. They carefully explain how to keep themselves and others safe, including when they are online. All students engage in a wide range of physical activity and have an excellent understanding of how to adopt a healthy lifestyle.
- Students' attendance is very good at 96%. However, almost all students are punctual to school and to lessons.
- Students demonstrate an excellent appreciation and understanding of Islamic values and Emirati culture. They are proud of the UAE heritage. Students sing the UAE national anthem proudly and recite confidently from the Holy Qur'an. They demonstrate a deep understanding and awareness of their own and other world cultures.
- Students are proactive and responsible members of the school and community. They make excellent use of the many opportunities to develop their leadership skills. Students help supervise younger students moving about the school. The head boy and girl are respected ambassadors for the school. Students, working with their teachers, have forged excellent links with national and international universities, and local businesses. They donate food and resources to those who are less fortunate.
- Most students are innovative, independent and creative learners. They initiate their own projects and independently contribute to local and national charities.
- Students regularly participate in projects which deepen their understanding of the environment and sustainability. They care exceptionally well for their school and take pride in keeping it tidy.

### Areas of Relative Strength:

- Students' excellent behaviour and their very positive and responsible attitudes to learning.
- Students' excellent appreciation and understanding of Islamic values, UAE culture and society.
- Students' highly secure level of understanding of environmental issues and their impact on society.

### Areas for Improvement:

- Students' attendance.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of teaching and assessment is outstanding. Most teachers expertly impart excellent subject knowledge. Teachers understand how students learn and provide inspiring and creative practical learning opportunities in most subjects.
- Most teachers ask challenging questions that fully engage students and encourage insightful dialogue in which students reflect on and challenge one another's learning. Dialogue is less secure in Arabic, where students' speaking and writing skills are less well developed.
- Most lessons are successfully adapted to ensure all groups of students are very effectively challenged or supported, leading to their outstanding achievement in most subjects. This is less well developed in Islamic Education and social studies. In these lessons, learning activities do not always fully support lower achieving students.
- Students' critical thinking and innovation skills are highly developed overall because of teachers' high expectations. In most lessons, particularly in the high phase, students lead their own learning. They research confidently and find creative solutions to problems.
- The school's internal assessment processes are highly efficient. Academic outcomes are benchmarked very accurately. Teachers have rigorous systems for monitoring progress routinely. They use assessment information skilfully and effectively to plan future learning and to reshape students' learning in lessons.
- Teachers have a highly secure understanding of students' capabilities. They provide excellent support and guidance to help students improve. Students are routinely involved in assessing their own learning, setting targets and reviewing their own progress.

### Areas of Relative Strength:

- Teachers' expert application of subject knowledge, including an understanding of how students learn.
- Challenging questions to deepen understanding and engage students in discussions and reflection on their learning.
- Skilful use of assessment information to meet the needs of learners in most subjects.

### Areas for Improvement:

- Greater opportunity for students to develop speaking and writing skills in Arabic through dialogue and teachers' questioning skills.
- Sharper differentiation of tasks in Islamic Education and Social Studies, particularly for lower-achieving students.



## Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of the curriculum is outstanding. The school follows the British curriculum but extends students' learning through a wide range of subjects beyond the scope of statutory requirements.
- The broad and balanced curriculum prepares students exceptionally well for the next stage in their learning. The school offers an excellent range of subjects, particularly in the high phase, which are well matched to students' interests and career aspirations.
- The curriculum makes excellent and innovative cross-curricular links in learning. Students apply skills across different subjects and develop their understanding in a range of contexts. They use learning technologies highly effectively across subject areas.
- Leaders in all subjects modify the curriculum to meet the needs of most learners. Annual curriculum reviews evaluate the impact of the curriculum against students' needs and UAE national priorities. Adaptations are made to ensure students have the widest ranging and most relevant learning pathways possible. In Islamic education and social studies, curriculum modification is not sufficiently sharp to fully match learning to the needs of lower achieving students.
- The curriculum is enriched through an extensive range of the highest quality extra-curricular activities. Students develop their wider creative skills in the arts as well as enjoying excellent sporting opportunities.
- Links to UAE culture and heritage are especially strong in all subjects and phases.
- Moral education helps students develop an exceptionally deep understanding of key issues such as discrimination, fairness and the importance of generosity. Displays around the school, as well as themed assemblies, raise students' awareness of how to be kind and law-abiding citizens.

### Areas of Relative Strength:

- Excellent curriculum continuity and progression in all subjects and phases.
- A wide range of curricular choices to fully prepare students for the next stage in learning.

### Areas for Improvement:

- Further modification and adaptation of the curriculum in Islamic education and social studies to better meet the needs of lower achieving students.





## Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The overall quality of protection, care, guidance and support for students is outstanding. The school has excellent safeguarding and anti-bullying procedures that are well communicated to all stakeholders.
- The school environment is exceptionally secure, safe and hygienic. The building is extremely well-maintained and comprehensive work records show how repairs are promptly identified and corrected. Supervision around the school is excellent and safety checks are rigorous.
- The school building is an inclusive physical environment. Almost all classrooms are wheelchair-accessible and lifts allow access to all floors for students with mobility issues.
- The school's promotion of safe and healthy living is excellent. Sport plays a central role in the school and includes a comprehensive programme of training and fixtures. All students regularly engage in physical activity and understand the importance of healthy eating.
- Student-staff relationships are exemplary. Students understand expectations of how they should behave. There is an excellent system in place to reward students' behaviour. Students respond exceptionally well to this, resulting in their outstanding behaviour.
- The school has very good systems for promoting attendance. However, students' attendance is not yet outstanding.
- The school has comprehensive and rigorous systems for identifying and supporting students with SEN and those who are G&T. Rigorous tracking enables the inclusion team to monitor the progress individual students make and provide personalised support to enable these students to excel.
- Excellent career guidance enables high school students to make well-considered choices for their future. The school provides excellent personal and academic guidance. The school counsellor works closely with all students and has raised awareness of issues concerning mental health.

### Areas of Relative Strength:

- Rigorous procedures for safeguarding students.
- Rigorous identification and support for SEN and G&T students.
- Excellent personal and academic guidance for all students, including students' awareness of issues concerning mental health.

### Areas for Improvement:

- Promotion of outstanding attendance.



## Performance Standard 6: Leadership and management

### Indicators:

<b>The effectiveness of leadership</b>	Outstanding
<b>Self-evaluation and improvement planning</b>	Outstanding
<b>Partnerships with parents and the community</b>	Outstanding
<b>Governance*</b>	Outstanding
<b>Management, staffing, facilities and resources</b>	Outstanding

- The overall quality of leadership and management is outstanding. The school is exceptionally well managed and led. All leaders, teachers, parents and teachers are highly committed to achieving their very best. Leaders at all levels have worked tirelessly to raise achievement in the school. This is because leadership responsibility is evenly distributed at all levels, including those in middle management. Although overall standards in the Arabic medium subjects have improved, leaders are aware that a gap in students' achievement remains between these subjects and those taught in English.
- The school's approach to self-evaluation and school development planning is outstanding. Staff at all levels are actively involved in systematic and rigorous review. Evidence presented is carefully triangulated and analysed. Robust self-evaluation enables leaders to prioritise targets for future development.
- Leaders have developed exceptionally strong links with parents and the community. Parents make an excellent contribution to school events and to supporting students' learning at home. They are kept constantly well informed about students' progress. The school has exceptionally strong links with local, global, and international communities, notably with a range of universities and businesses.
- The governance of the school is outstanding. Governors consistently seek the views of all stakeholders, and use this when succession planning and improving school provision. They demonstrate a secure understanding of the school's data and know how well students are achieving, including in their personal development. The governors hold school leaders to account and act as a highly critical friend to help the school further improve. They make a significant and effective contribution to the school's overall performance.
- All aspects of the management of the school are outstanding. Staff benefit from regular and carefully selected professional development. This training is underpinned by the school's priorities and teachers' training needs. Staff are suitably qualified and very well deployed to promote students' achievements. The premises are exceptionally well designed and host extensive facilities in PE, Art and music as well as in library provision.
- The school promotes international assessment highly effectively. It implements the TIMSS 'Question a day'. PISA mock examination results are analysed and challenging targets set for future cohorts of students. Leaders compare themselves rigorously to international standards when benchmarking GCSE and A level results.



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**Areas of Relative Strength:**

- Leaders' strategic and ambitious vision shared by the whole school community
- Distributive leadership across all phases of the school
- Accurate, robust and analytical school self-evaluation and improvement planning
- Highly successful engagement with parents as partners
- The impact of governance to drive school improvement.

**Areas for Improvement:**

- Bridging the gap in students' achievement between the Arabic and the English medium subjects.

\*Relevant for Private schools only