



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Brighton College - Al Ain

Overall Effectiveness: Outstanding

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	24 Jumada Al-Akhirah, 1439h	to	27 Jumada Al-Akhirah, 1439h
		from	12-Mar-18	to	15-Mar-18
General Information	School name	Brighton College Al Ain			
	School ID	9234			
	School address	Zakher Truck Road Al Ain			
	School telephone	+971 (0)3 713 3999			
	School official email	bloom.gardens@adec.ac.ae			
	School website	---			
	School curriculum	English National Curriculum			
	School phases	Foundation Phase to High School			
	Fee range and category	AED 49,900 -79,000, very high			
	Number of lessons observed	98			
	Number of joint lessons observed	12			
	Staff Information	Total number of teachers	105		
Turnover rate		19%			
Number of teaching assistants		31			
Teacher- student ratio		1 : 8			
Student Information	Total number of students	889			
	% of Emirati Students	46 %			
	% of Largest nationality groups	1. United Kingdom 21%			
		2. America 7%			
		3. Canada 3%			
	% of SEN students	2%			
	% of students per phase	KG: 27%		Middle: 22%	
Primary: 41%		High: 10%			
Gender	Boys and girls				



The Performance of the School

<p>Performance Standard 1</p> <p>Students' Achievement</p> <p>Outstanding</p>	<p>Performance Standard 2</p> <p>Students' personal and social development, and their innovation skills</p> <p>Outstanding</p>
<p>Performance Standard 3</p> <p>Teaching and Assessment</p> <p>Outstanding</p>	<p>Performance Standard 4</p> <p>Curriculum</p> <p>Outstanding</p>
<p>Performance Standard 5</p> <p>The protection, care, guidance and support of students</p> <p>Outstanding</p>	<p>Performance Standard 6</p> <p>Leadership and management</p> <p>Outstanding</p>

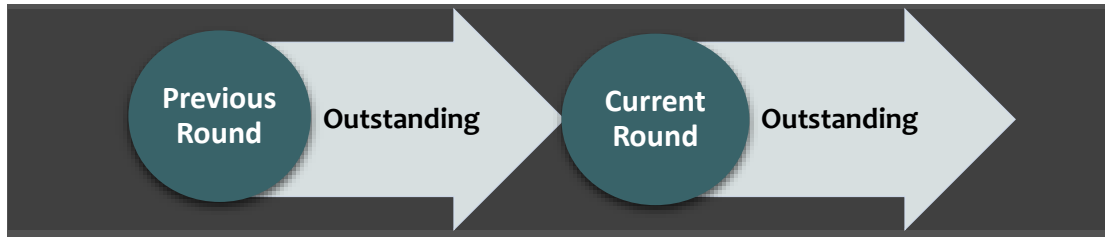


Evaluation of the school's overall performance

- The overall performance of the school is outstanding. A new Headmaster and a new Head of Senior School were appointed in August 2016. The school roll has increased considerably since the last inspection. The school now incorporates Years 12 and 13, with the current Year 13 cohort being the first to sit A-Level examinations. Over half of the children entering the foundation phase are not first language English speakers.
- Students' achievement is outstanding in English, mathematics, science, and a wide range of other subjects. Students love learning, and work together very well to develop their understanding of the world and how they can influence it. They are developing all the skills and qualities needed to play a positive part in shaping the future of the UAE.
- Students' personal and social development, and their innovation skills, are outstanding. Their leadership of initiatives which shape their own community is highly developed. They are highly innovative and imaginative and show outstanding qualities of tolerance and respect.
- The school has recruited, and developed, highly skilled teachers who inspire students to develop a love of learning. Their detailed and comprehensive planning, based on rigorous assessments ensures that they provide challenging, personalised learning experiences for students.
- The curriculum is outstanding. Its innovative design provides motivating experiences that progressively develop students' skills and qualities resulting, for example, in very impressive standards of English literacy. The curriculum is skilfully adapted to personalise student's learning to their strengths, needs and interests, and to prepare them very well for the next stages of their education.
- The protection, care, guidance and support of the students is outstanding. The comprehensive student support structures enable students to develop outstanding inter-personal skills and to achieve very high standards.
- Leadership and management are outstanding. The Headmaster and senior leaders provide inspirational leadership. A culture of continuous improvement permeates the school, and all stakeholders are dedicated to driving standards even higher so that the ambitious aspirations of the school leadership and staff can be achieved as quickly as possible.



Progress made since last inspection and capacity to improve



- The school has strengthened the effectiveness of the teaching of subjects taught in Arabic, and continues to do so. Arabic medium teachers have worked closely with colleagues across the school to develop and share their curriculum, resources and approaches. They have continued to raise students' attainment. Students' very good rates of progress, and their outstanding progress in high school, indicates that achievement in Arabic medium subjects will continue to rise.
- The Board of Governors now includes a parent representative who is accessible to parents, and effectively represents their views. Senior leaders and governors have solicited the views of parents, staff and students and are acting upon these as they continue to improve the school.
- The school has continued to develop and evolve to achieve its ambitious agenda and to accommodate the aspirations of its stakeholders. The school demonstrates outstanding capacity for continued improvement.



Key areas of strength and areas for improvement

Key areas of strength

1. The quality of students' achievement and learning across most subjects and levels.
2. Students' love of learning, curiosity, independence and resilience.
3. Consistently high-quality teaching and assessment across the school.
4. A curriculum which expertly blends the college's international vision with the UAE national vision.
5. The school's core values which provide students with a harmonious, nurturing environment in which they thrive.
6. The inspirational leadership of the headmaster and senior leadership team that empowers all staff to innovate and deliver a world class education.

Key areas for improvement

1. Continue to develop innovative approaches for delivering the curriculum so that the existing very high standards are raised even further.
2. Continue to explore opportunities for parents and students to contribute even more effectively to the future development of the school.



Provision for Reading

- The school recognises reading as a foundation skill for successful learning and effectively develops students' reading skills across all curriculum subjects. As a result, students read to enrich their academic development and deepen their understanding of the world around them. Staff have made a significant impact on how parents encourage and model reading for pleasure, and for information, at home.
- All teachers have been very well supported by high quality professional development to promote reading in every lesson. By the primary phase, students read fluently in both Arabic and English and extend their vocabulary by using dictionaries independently.
- Their attainment in reading for understanding in standardised tests is outstanding. By the high school phase, students use advanced critical reading skills to analyse texts and develop further their insight into topics beyond the planned scope of the lessons.
- Children in the foundation phase are supported very effectively to develop reading skills at an accelerated pace through innovative approaches including the use of signs, symbols and actions. The focus on reading for pleasure and discussion about books at the primary phase is igniting a love of literature in students. By the high school phase students can, for example, demonstrate high levels of insight and sophistication in their thinking when discussing the work of Shakespeare.
- The school's libraries at each phase, and in all classrooms, provide an extensive range of texts across all genres and subjects in Arabic, English and a range of other languages. Older students are taught research techniques, and can therefore select reliable sources and cite their references clearly.
- Teachers and library staff recommend texts to individual students to expand the range and depth of their reading. They successfully engage less motivated readers using a broad range of competitions and events. Arabic Reading Week, for example provides many enjoyable activities supporting reading, writing and calligraphy.
- The school involves students in assessing and tracking their progress in developing critical reading skills against the UAE expected reading levels.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Outstanding
Arabic (as a First Language)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Outstanding
Arabic (as additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Very Good	Very Good	Very 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	Very Good	Outstanding
	Progress	Outstanding	Outstanding	Very Good	Outstanding
Other subjects (Art, Music, PE)	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning Skills		Outstanding	Outstanding	Outstanding	Outstanding



Overall achievement

- The overall quality of students' achievement is outstanding. Students' achievement in English, mathematics and science is outstanding. Students' achievement in Arabic medium subjects is very good overall.
- Students' achievement in IGCSE examinations is outstanding in all subjects. Mock examinations for the first cohort to sit A-Level examinations predict outstanding outcomes. In MOE examinations in Arabic and Islamic education, students' examination results are outstanding, however this is not entirely supported by evaluation of their achievement in lessons.
- Students make outstanding progress in the majority of subjects and very good progress in Arabic-medium subjects. Commendably, the progress made by students for whom English is a second language is outstanding across English-medium subjects. The achievement of groups of students is broadly similar in lessons and over time.

Subjects

- Students' achievement in **Islamic education** is very good overall and the large majority of students are achieving levels above curriculum expectations. Their attainment is good at the foundation and primary phases and very good in the middle and high school. By Year 10, students can analyse and explain the meanings of different verses of the Holy Qur'an. By Year 13, almost all students can recite long verses of the Qur'an and provide detailed explanations of their meanings. Progress is outstanding in high school.
- Students' achievement in **Arabic as a first language** is very good overall. Their attainment is very good in all phases. The large majority of students are achieving above age-appropriate curriculum expectations and making better than expected progress. By the end of the foundation phase, most students recognise long and short sounds and can read and write short sentences. By Year 10, most students speak confidently and write with style, selecting appropriate vocabulary. By year 12, students make outstanding progress as most students can analyse literary texts including prose and poetry and recognise style, tone and language structure.
- Students' achievement in **Arabic as a second language** is very good overall, and students' attainment is good at all phases. The large majority of students are making very good progress and a majority are achieving above curriculum expectations. Students in Year 1 ask and answer questions in social situations, and by Year 9 they read short texts fluently and can infer the meanings of unfamiliar words. By Year 12 students demonstrate secure grammatical knowledge in their writing.



- Students' achievement in **social studies** is very good. The large majority of students are achieving levels above curriculum expectations. Almost all Year 5 students can give examples of types of pollution, for example, and can explain the steps required to prevent it. By Year 9 students can compare and contrast the role of women in UAE society before and after unity.
- Students' achievement in **English** is outstanding. Almost all students, including second language English speakers, make outstanding progress from their individual starting points and achieve above curriculum expectations. Students have strong oracy skills and are very confident in speaking in public. Children at the foundation phase talk imaginatively about characters in stories and blend letter sounds into simple words. By the middle phases, students can analyse a range of texts including poetry, selecting appropriate quotations to support their views. Students in the high school phases are articulate and highly literate.
- Students' achievement in **mathematics** is outstanding. Almost all students demonstrate levels of achievement that are above curriculum standards. Students demonstrate a passion for mathematics and an understanding of its value and relevance when solving complex problems. Students in Year 1 can identify 2 and 3 dimensional shapes and make meaningful links to building structures. High school students competently present data using algebraic properties, and quadratic equations.
- Students' achievement in **science** is outstanding and most students achieve above curriculum standards. In the foundation phase, children learn by asking questions about the world around them, and by Year 1 they can test a hypothesis. By Year 10 students are using their skills and knowledge to understand the physical and chemical properties of substances. By Year 13 students present detailed scientific research posters, correlating their findings with academic papers.
- Students' achievement in **other subjects** is outstanding. Student's skills in **art** are very impressive and they use a range of media skilfully to create thought-provoking pieces. Students create high quality soundtracks in **music** and talk knowledgeably about the mood and tone of music in different genres. In **psychology**, students develop an outstanding understanding, for example, of criminal behaviour and use multiple perspectives to explain the reasons for offending.

Learning skills

- Students' outstanding learning skills are characterised by their curiosity, independence, and resilience. They are proactive in planning and reflecting on their learning, and take measured risks, appreciating failure as an essential part of the learning process. They spontaneously engage in high-quality interactions to explain their ideas and join up their thinking. At the high school phases, peer



teaching promotes self-reliance and ownership of their learning. Students are innovative thinkers and creative problem solvers who use technologies skilfully to support and extend their learning.

Areas of Relative Strength:

- Students' outstanding achievement in English, mathematics, science and a range of other subjects.
- Students' love of learning, curiosity, independence and resilience.
- How well students collaborate to support and extend their thinking.
- Students' skills in oracy and public speaking.

Areas for Improvement:

- Continue to raise achievement, particularly in Arabic medium subjects.



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

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 have a thirst for knowledge and rise to every challenge with enthusiasm, giving and taking feedback as a natural part of the process of personal growth. Almost all students have a very strong sense of personal responsibility and consistently demonstrate maturity and independence. There is scope for the student voice to be heard more in school decision making.
- Students' caring attitudes contribute to their well-developed diplomacy skills and outstanding behaviour. They live active, healthy lifestyles, and their attendance is outstanding at over 98%.
- The school is a harmonious community with shared values aligned to the values of Islam. Students understand of the role of the Islam within the UAE and appreciate the key figures who shaped the Emirates.
- As a multi-cultural community, students are open-minded and tolerant and discuss global affairs in an enlightened and objective way. They lead events that celebrate Earth Day, implement sustainability initiatives and understand how the decisions they make impact the global environment and economy.
- Students are highly innovative and creative, and show an excellent work ethic. They consistently demonstrate the values of creativity, leadership and respect. Students are consistently highly effective in taking on a range of leadership responsibilities.

Areas of Relative Strength:

- Students' Islamic values characterised by positive interactions and deep understanding of and respect for their own and one another's cultures.
- Students' exemplary conduct and leadership skills which they use to make a considerable contribution to the life of the school and their own learning

Areas for Improvement:

- Ensure that student voice is instrumental in shaping the direction of the school.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is outstanding. The school has consistently recruited dedicated teachers of the highest calibre. Most demonstrate outstanding teaching skills and engage in personal research to maintain their cutting-edge practice. They collaborate continuously, and this is increasing the consistency of best practice across subjects and phases.
- Most teachers plan personalised learning programmes meticulously and revise these continuously. They make excellent use of imaginative contexts and resources to challenge and support students. They create vibrant and stimulating learning environments that inspire and motivate their students.
- Teachers frequently engage students in high quality reflective dialogue and use questioning very well to provoke deep thinking and analytical responses. They skilfully develop students' use of English, and their understanding of how they learn. Commendably, they ensure that students are given the freedom to learn through making errors.
- Internal assessment processes are coherent and consistent across the school. Assessment information is systematically used to inform lesson planning to meet the individual learning needs of students. Students' achievement is benchmarked against high expectations and this is driving improvement by giving teachers in-depth knowledge of what students will achieve when challenged. Teachers involve students in reflecting on their learning and setting themselves challenging improvement targets.

Areas of Relative Strength:

- Highly skilled teachers who understand how children develop and learn.
- High quality collaborative planning of stimulating, personalised learning.
- Teachers' use of assessment information to set ambitious standards.

Areas for Improvement:

- Continue to increase consistency in the highest quality of teaching evident across the school using collaborative approaches.
- Benchmarking outcomes against international expectations still more rigorously to raise standards even further.



Performance Standard 4: Curriculum

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

- The curriculum is outstanding. It is based on the Brighton Schools' vision, blended with the culture, values, language and aspirations of the UAE, and provides a unique and innovative education well-matched to the school's context. The English National Curriculum is enhanced by a carefully selected range of experiences that broaden and links learning seamlessly across subjects.
- In the foundation phase, the curriculum follows children's ideas and develops curiosity and independence. The adventurous primary curriculum generates in students a love of learning, an exceptional understanding of themselves and the world around them, and results in outstanding progress, particularly in English and mathematics. The middle and high school curriculums develop students' knowledge and skills in a range of subjects and prepare them well to positively influence the world. The curriculum supports every student to achieve their full potential.
- Senior leaders and all staff review the curriculum and its impact continuously. They have devised innovative ways to raise achievement further and to provide coherence between subjects and across phases. An extensive programme of enrichment includes philosophy, which enables primary students to think through complex problems, and the "Brighton Minds" programme which develops students' skills as orators.
- Moral education is embedded in 'well-being days' and in the daily activities of the school.

Areas of Relative Strength:

- The curriculum's design which expertly blends the college's international aspirations with the UAE national vision.
- The planning of progressive experiences which develop students' learning skills and literacy across all their learning.
- The innovative adaptations to the curriculum which broaden and deepen students' learning and prepare them well for the world.

Areas for Improvement:

- Continue to refine subjects and elective options to provide planned, purposeful and progressive routes for students' learning.



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

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 protection, care, guidance and support of students is outstanding. The school's care, welfare and child protection procedures are well understood by students and parents, and are consistently applied by all staff. School premises and facilities provide a secure, accessible environment very well suited to the various learning needs of students. A skilled and knowledgeable team ensures that all health and safety procedures are carried out rigorously.
- Security and ancillary staff contribute diligently to the caring and orderly ethos of the school. The school nurses support students to take responsibility for their own health, and the curriculum promotes regular sport and active play.
- Staff inspire students and create a harmonious and secure environment in which students thrive. Mutual respect, trust and self-confidence are embedded in the school's culture and promote outstanding behaviour. All students have access to known and trusted adults who provide high quality guidance.
- The school's robust early intervention strategies ensure that all students who require support are identified promptly and have their needs addressed effectively. A broad range of skilled specialist staff work closely with teachers and parents to support students' learning. The school's success with students who enter school with limited English is very impressive. Higher achieving students make rapid progress through ambitious personalised supports.

Areas of Relative Strength:

- The exemplary role-models provided by staff which support students to develop positive relationships and outstanding inter-personal skills.
- The comprehensive and proactive student welfare service that supports students' personal, academic and emotional growth.
- How well the school supports students for whom English is a second language.

Areas for Improvement:

- Maintaining the outstanding quality of care and support for students.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none">• Leadership and management is outstanding. The Headmaster and senior leadership team provide inspirational leadership to the school. Their ambitious, strategic vision aligns the Brighton College aims with the UAE national priorities. Leaders at all levels are forward-thinking and innovative. Collectively, they have been highly effective in establishing a very purposeful and high-quality learning culture.• Extensive distributed leadership is building future capacity and empowering individuals and teams to drive further improvement. These teams have been innovative in creating a curriculum which takes students' thinking and learning skills to a higher level.• Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Leaders and teachers demonstrate a very clear understanding of what needs to be done to improve the school. An ethos of collective accountability ensures consistently high standards of teaching and student performance.• Parents are extensively involved in their children's learning and development. Reporting on students' academic progress and personal development is comprehensive and clearly conveys next steps in learning. Relationships with parents could be further developed to ensure that all feel they have a clear voice in the work of the school. A range of local, national and international partnerships significantly enriches students' learning.• The Board of Governors includes representation from all stakeholders and provides support and challenge through strategic discussions with the Headmaster. The school provides the facilities required to deliver an outstanding 21st century education, and resources are well matched to curriculum requirements.• The school is participating in the TIMSS 'question a day' initiative aimed at further raising achievement in international benchmarking examinations, and promotes	



its importance among the students. Students have also successfully completed mock PISA tests.

Areas of Relative Strength:

- How well the Brighton vision articulates with the school's mission to set a clear sense of direction for the school within its own cultural context.
- The strategic appointment of the highest calibre of staff to key rolls and their collective impact on providing world class education.
- The impact of leadership at all levels in the school and their relentless focus on driving up standards and realising the school's ambitious aims.
- The school's attention to detail in evaluating the impact of all they do.

Areas for Improvement:

- Further develop relationships with parents to ensure that they feel that they have a clear voice in the school.