



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Brighton College, Abu Dhabi

Academic Year 2016 – 2017

iqraa

Brighton College, Abu Dhabi

Inspection Date	November 7, 2016	to	November 10, 2016
Date of previous inspection	September 22, 2014	to	September 25, 2014

General Information	
School ID	209
Opening year of school	2011
Principal	Alun Yorath
School telephone	+971(0)2 815 56500
School Address	Corniche Al Qurm Street, Abu Dhabi
Official email (ADEC)	Bloomgardensad.pvt@adec.ac.ae
School website	www.brightoncollege.ae
Fee ranges (per annum)	High to very high (AED 48,500 to AED 74,100)
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	Common Entrance; GCSE; A level; IBTs; InCAS; CAT4; MoE
Accreditation	-----

Students		
Total number of students	1546	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	-----
Number of students in other phases	KG	291
	Primary:	680
	Middle:	378
	High:	197
Age range	3 to 18 years	
Grades or Year Groups	FS1 – Year 13	
Gender	Boys and girls	
% of Emirati Students	15%	
Largest nationality groups (%)	1. British 35%	
	2. Egyptian 4%	
	3. Jordanian 3%	
Staff		
Number of teachers	143	
Number of teaching assistants (TAs)	64	
Teacher-student ratio	KG/ FS	1:21
	Other phases	1:11
Teacher turnover	23%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	5
Number of lessons observed	133
Number of joint lesson observations	19
Number of parents' questionnaires	124; return rate: 9%
Details of other inspection activities	Inspectors held discussions with the chair of the governing body, the headmaster, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and students'/children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	<p>'Brighton College Abu Dhabi aims to become the leading British, 3 to 18 school in the Middle East. We strive to create a family-orientated, respectful and vibrant community for all our pupils, which will impart or provide: a love of learning for its own sake; a foundation of knowledge and body of skills with which to understand and question the world we live in and to prepare them, through an innovative approach to education, for the world which they will inhabit in the future; an awareness of, and appreciation of, the spiritual dimension in our lives; an enthusiasm for the world beyond the classroom, in particular, sport, music and the performing arts; a respect for difference in others and a recognition that the efforts and achievements of every individual in our community are valued equally. In short, we will strive to turn out well-educated, respectful and intellectually curious men and</p>



	women who are ready to take a full, active and positive role in the life of the UAE and of our world.'
School vision and mission	'Our vision is to become the 'first choice' British curriculum school in Abu Dhabi for children aged 3-18 and be internationally recognised as the most successful British Curriculum school in the Middle East. We strive to turn out well-educated tolerant and intellectually curious men and women who are ready to take a full, active and positive role in the life of Abu Dhabi, the United Arab Emirates and of our world.'
Admission Policy	Entry is selective for Year 2 and above through formal assessment. At different years, assessment involves online tests, written tasks, examples of students' work, and interviews.
Leadership structure (ownership, governance and management)	Leadership comprises the headmaster, deputy headmaster, head of prep school, head of pre-prep, head of senior school, deputy head co-curriculum, admissions manager and business manager, along with leadership teams for each school. Middle leadership comprises three heads of department for subject areas. The school has a board of ten governors consisting of six locally appointed and four from the UK.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	32	14
Emotional and Behaviour Disorders (ED/ BD)	1	2
Autism Spectrum Disorder (ASD)	7	4
Speech and Language Disorders	1	4
Physical and health related disabilities	2	0
Visually impaired	2	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	95
Subject-specific aptitude (e.g. in science, mathematics, languages)	158
Social maturity and leadership	57
Mechanical/ technical/ technological ingenuity	21
Visual and performing arts (e.g. art, theatre, recitation)	98
Psychomotor ability (e.g. dance or sport)	23

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND	A	Very Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is very good. It is a popular and successful international school. Around half of the children enrolling at foundation stage (FS) do not speak English as a first language. By the end of FS, considering the diversity of their linguistic backgrounds, children's spoken English skills are outstanding. The school has high expectations which pervade every aspect of its life. Students' achievement in Arabic subjects ranges from acceptable to good, and in English subjects is mostly outstanding. External examinations in Years 11, 12 and 13 are well above curriculum and world averages in almost all cases. The quality of teaching is very good overall and outstanding in a large minority of lessons. Students are eager to learn, enthusiastic and their behaviour is exemplary. The school's approach to broadening learning through its co-curricular programme is an example of international best practice and students thrive on it as a result. This is all being achieved because of the commitment of the headmaster and his senior and middle leaders to continuous school improvement and innovation.

Progress made since last inspection and capacity to improve

The school has improved since the last inspection. Higher achieving students are now challenged appropriately in English-medium subjects, though as yet less so in Arabic-medium ones. Although improvements are underway, these subjects are still not on par with English, mathematics and science. Recent results for Arabic in GCSE and A level are encouraging and show that the school has a strong capacity to continue improving overall.

Development and promotion of innovation skills

Information and communication technology (ICT) is used to promote innovative practices in teaching and learning across a wide range of subjects. Examples include music composition, 3D design in art and photography, body-mounted filming in drama, and a range of software packages that lead to efficient planning for teachers. Year 3 students are learning computer programming, the use of green screen technology and app building. Approaches in lessons to promote confidence in the skills that underpin innovation are becoming increasingly widespread including, for example, scope for creativity and higher-order thinking skills. Overall, the school is promoting innovation very well.

The inspection identified the following as key areas of strength:

- the quality of students' progress and attainment, particularly in English, mathematics and science, and in spoken English at FS
- the school's focus on promoting and celebrating Islamic values and UAE culture and traditions in all aspects of school life
- students' positive attitudes to learning, behaviour and relationships
- the school's vibrant, diverse and extensive range of co-curriculum opportunities enjoyed by all age groups
- the school's provision of an attractive, spacious and well-resourced campus that provides a safe and welcoming learning environment and supports students' learning
- the strong commitment of the headmaster and his senior and middle leaders to continuous school improvement and innovation.

The inspection identified the following as key areas for improvement:

- the need to raise standards further in Arabic-medium subjects.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
Social Studies	Attainment	N/A	Good	Acceptable	N/A
	Progress	N/A	Good	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
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Very Good	Very Good	Very Good	Very Good

The overall quality of students' achievement is very good. Children enter the school with broadly age-expected skills and knowledge and progress to well above age-related curriculum standards. All groups of students make broadly good progress overall in Arabic-medium subjects and outstanding progress in the core English-medium ones. Achievement is largely outstanding in the FS and very good in primary, middle and high school phases. Both international external examinations and internal school data show attainment and progress to be outstanding for English, mathematics and science at all ages.

In Islamic education, attainment is acceptable in Years 3 to 9 and good in high school phase. At the end of Grade 12, almost all students attained levels that are above the expected national standards. Most students in Year 2 can list the five pillars of Islam and recite age-appropriate Qur'anic verses confidently. All students at all phases make good progress.

In Arabic, attainment is mostly good for native speakers (AFL) and acceptable for non-native speakers (ASL). Internal assessment data indicates good attainment across the school. The 2016 MoE results for Year 12 show that most students attain above curriculum standards although these standards are not seen in senior school lessons. Progress in AFL and ASL is mostly good. In FS, children recognise the different vowels and consonants, and can copy alphabet letters correctly. By the primary phase, students understand short stories and can write short sentences accurately and differentiate between nominal and verbal sentences. Their spoken, reading and written Arabic is good against expectations of their year group and language level. By Year 12, most AFL students are able to read longer texts and analyse them into main and subsidiary ideas, and the majority are able to express and justify their ideas and opinions confidently and link them to real life situations from UAE society.

In social studies, all students make good progress. Most students attain levels that are in line with the curriculum standards. In primary, the majority of students attain levels above curriculum standards. For example in Year 4, most students can name the natural resources supporting the economy in UAE, give examples of each resource and discuss their importance to UAE confidently. By Year 9, most students can explain the different types of environments in the UAE and give examples.

Students' achievement is outstanding in English. GCSE results are well above national and international averages. In A Level, the majority gained A*-A and most A*-B. In A Level English literature, all students gained A*-B. School's internal assessments and coursework indicate that most students are attaining levels above curriculum standards. These standards are based on the very strong start most children make in the foundation years. By Year 2, most can already write interesting narrative and convey meaning through speaking clearly at levels above those expected for their age. This is because of

very effective motivational teaching. In a Year 2 lesson, for example, students used imperative verbs to write out a complete list of instructions for making a sandwich, which they enjoyed making. By Year 6, almost all students can speak using formal English very articulately. By Year 13, speaking is very impressive when, for example, students express opinions using advanced intonation and vocabulary. At all phases, mostly at levels above age-related expectations, writing is consistently grammatically and structurally accurate, with rich vocabulary. As students progress, writing becomes increasingly analytical, reasoned and persuasive.

Students' achievement is outstanding in mathematics. By the time they complete the foundation years, most children already exceed the expected curriculum level in mathematical activities and this is borne out by their coursework and teachers' assessments. This outstanding performance continues through primary phase, with most students working confidently on tasks above age-related curriculum levels. In Year 2, for example, students calculated the profit they would make during enterprise week on the items they had made to sell at the market fair. Results in Interactive Computerised Assessment System (InCAS), Common Entrance, GCSE and A level are consistently outstanding and indicate progress and attainment above world averages.

Students' achievement in science is outstanding. Most students attain levels that are above curriculum standards. In the high school phase, for example, performance in external examinations is well above national and international standards. Most students attain A*-B in GCSEs and A levels. At all stages, students' coursework and teachers' assessments show students working at above age-related curriculum expectations. For example, while children enter the FS with skills and knowledge in line with age expectations, they progress quickly to be able to explain clearly how camels adapt to the desert environment. By Year 6, most can describe the process of pollination and explain complex concepts within the process clearly. In Year 12, students use the scientific method assuredly when, for example, they devise investigations into gravity which involve the use of sensors and computers to reduce systematic error.

Overall achievement is outstanding in other subjects. In physical education (PE), music and art, most students attain at levels that are well above curriculum standards. In music, the large minority of students attain external accreditation at the highest grades for instrument and voice. The outstanding creativity in students' artwork is seen on display throughout the school and includes vivid works depicting important UAE heritage and culture. In the wide range of other subjects, the large majority of students attain levels that are above national and international standards. Achievement in Mandarin, Spanish, German and French is almost always at least very good. In a Year 9 Mandarin lesson, for example, students confidently performed a role play involving a conversation about travel while their peers assessed their language skills.

Students' learning skills are very good because most lessons involve active, collaborative learning and problem solving. Students are expected to work independently and in teams, to solve complex problems, critically analyse each other's work and suggest improvements. At all ages, they are eager to learn and this leads to personal research which is presented in class. Students' ICT skills are developing well, but as yet there remain insufficient opportunities for them to be consolidated through widespread use across the curriculum.

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 is outstanding. Students have very positive and responsible attitudes towards learning. Relationships amongst students and with staff are entirely respectful and considerate. Everyone is sensitive to the needs and differences of others in a culture of empathy for others, many of whom come from very different cultures and backgrounds. Students clearly enjoy school and this is reflected in the very good attendance at 97%. Students demonstrate strong understanding of safe and healthy living. Bullying is very rare and, if it occurs, is dealt with effectively.

Students' understanding of Islamic values and awareness of Emirati and world cultures is an important strength of the school. Emirati students are appointed as ambassadors to share and teach their peers about the traditions of their country through talks and presentations. Students are very knowledgeable and respectful of the UAE heritage, culture and traditions because of the school's recent strong focus on this important aspect of their learning. They can talk about the history, arts,

celebrations and sports of the UAE. They involve themselves in a range of cultural activities including, for example, annual celebrations and competitions such as the Qur'an recitation competition, adherence to Ramadan traditions, celebration of Eids, and perform mock practice of Haj rights. They involve themselves in national and cultural activities such as heritage, national, martyr and flag days. All of this underpins the inclusive culture across the school.

Students initiate and volunteer for community activities. For example, they run a lost property office which enables them to make charitable donations to the Red Crescent charity. Students gain volunteer hours towards the International Duke of Edinburgh award. All age groups demonstrate an awareness of environmental issues and importance of protecting the environment. They are particularly active in supporting and initiating schemes that contribute to sustainability and water conservation, for example.

Performance Standard 3: Teaching and Assessment

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

Teaching is very good overall. It is outstanding at FS and often in English, mathematics, science and other subjects, but not yet in Arabic-medium subjects. Well-qualified, experienced teachers with strong subject knowledge ensure that students are well prepared for external examinations. Foundation teachers have a very good understanding of early years' child development. The school's coherent, joined-up approach to English literacy ensures that all teachers see themselves as part of the continuum that leads to rapid language development and strong progress for all students. Almost all lessons are well planned with a wide variety of challenging and interesting activities. In almost all lessons, teachers use highly effective strategies for meeting the individual needs of students. Students who have special educational needs, English as an additional language, or those who are gifted and talented are identified effectively so that teachers can plan appropriate work. As a result, most teachers give high-quality challenge and support. Teachers almost always develop students' critical-thinking and problem-solving skills through effective questioning, thoughtful discussions and, increasingly, through the use of new technologies. For

example, students in a Year 2 mathematics lesson could apply their excellent numeracy skills to work out profit from their sales at a local market. Classroom displays encourage learning by celebrating students' work.

Assessment is very good overall. It is outstanding at FS and in many lessons throughout the school. Internal assessment systems are particularly effective because they are closely linked to curriculum standards. They provide teachers with valid and reliable information about students' achievements. School leaders and teachers benchmark the information they receive from assessment against a range of suitable national and international expectations. Assessment information is used very skilfully to influence teaching and curriculum planning to meet the needs of all abilities. Teachers know their students' strengths and weaknesses very well. They use questioning and dialogue to check understanding and to challenge students to improve their work. Their feedback and marking helps students improve their work. Students regularly assess their own and each other's learning.

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. Based on the English national curriculum, it is broad and balanced and provides continuity of learning throughout. The amount of choice is an outstanding feature of the curriculum. For example, children in FS finish late two days a week in so that they can take part in activities of their own choice, and at the end of Year 2, students make their own choice of a modern foreign language from a very wide range. This approach to empowering students' choice continues through to the examination courses offered as students get older. Cross-curricular links are highlighted in teachers' planning, although less so in Arabic-medium subjects. The school's focus on promoting and celebrating Islamic values and UAE culture and traditions have become increasingly strong features of school life. Links with Emirati culture and UAE society are blended into lesson plans and fully into the daily life of the school.

The school has adapted the curriculum to meet the needs and aspirations of its students very well, with particular strengths in ensuring all students are supported or challenged according to their individual needs. For example, students who need special support have individual education action plans (IEPs). These plans involve curriculum modifications and individual intervention strategies. Highly attaining and gifted and talented students are stretched through the range of challenging courses on offer.

The school's co-curriculum is an example of best international practice because of the inclusive range and variety of choices offered and the way they promote important personal capacities and dispositions. For example, senior students organised and performed in their own inclusive, exciting musical house competition, and this enhanced a range of leadership and creative skills. After-school clubs are many, as are trips and guest speakers. Combining skills from a range of subjects, primary classes developed enterprise skills in preparing for their annual market fair. They made items to sell, prepared adverts in Arabic and English, and calculated profit and loss.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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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. Child protection and safeguarding arrangements are well understood by students, staff and parents. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying, including via the internet and social media. Healthy living is promoted in all aspects of school life. School meals and snacks are consistent with the school's policy on the promotion of healthy choices. Sport is high profile at the school and large numbers of students participate in a wide variety of sporting activities. The school ensures student behaviour is exemplary. It offers excellent opportunities to develop leadership skills. Systems for managing attendance and punctuality are very effective.

All students have ready access to known and trusted members of staff who provide well-informed advice and guidance about a range of important matters, including academic progress, health and future careers. Form tutors and house leaders have joint responsibility for the welfare, guidance and support of students and know their students very well. The comprehensive tutorial structure and the personal, social and health education programme, appropriate to different age groups, supports their personal and social development outstandingly well.

The school has highly effective procedures for identifying, caring for and supporting students with special educational needs. Their needs are identified at an early age or as soon as possible after they join the school. Support is comprehensive and highly focused through individualised planning and effective review procedures, all of which underpin students' excellent progress. Staff also identify students who are gifted and talented and challenge them very effectively.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Outstanding

Leadership and management are very good overall. The headmaster is an outstanding leader who has shaped the school's development since it began. He has established a very positive culture with very high expectations for all staff and students. Leadership is shared effectively by senior and middle leaders. Staff morale is high and teachers enjoy the regular programme of professional development and being at the school. The school knows its strengths and areas to be improved further. It is a data rich community and uses data effectively for school improvement. It has identified key priorities in the school development plan. It has also identified underperformance in Islamic education and Arabic in its self-evaluation form accurately, but has yet to address this area sufficiently.

Parental involvement is very good. The school uses social media to communicate everyday information, celebrate student success and provide parents with sources of

information. The parents' association meets termly. Parents' workshops in primary phase are well attended, and newly implemented parent workshops in the middle and high school have been well received. Parents speak very positively about the school and its high reputation, and requests for admission continue to grow. The school has many national and international links.

The main governance arrangement is with Brighton College UK and Bloom, the owner. There is regular communication and they share governors. The Board of Governors has a strong and diverse knowledge of education, finance and property development. Its membership ensures the strategic direction of the school is understood by the headmaster and implemented. Overall, these arrangements provide very good governance and support for the school.

Day-to-day management of the school is outstanding. It is a calm and orderly environment because of the well-designed routines, policies and structures, all with clear roles and responsibilities. The campus is a safe, attractive and welcoming learning environment with specialist facilities. The school is very well resourced, except for additional support in Arabic-medium classes, and the wider provision of and access to ICT in many lessons.

What the school should do to improve further:

1. Continue to raise standards in Arabic-medium subjects by:
 - i. appointing teaching assistants to support students in class, especially for those who require additional support
 - ii. facilitating more cross-curricular planning and collaboration among teachers
 - iii. monitoring lessons regularly with a stronger focus from senior managers on the quality of students' learning experiences and progress
 - iv. enabling teachers to evaluate outstanding lessons elsewhere in the school
 - v. providing a specific professional development programme on pedagogy and teaching of languages
 - vi. investigating and piloting suitable computer learning packages appropriate to different age groups
 - vii. taking full account of performance in Arabic-medium subjects in the school's grading of its overall performance.