

INSPECTION REPORT

Jumeirah College

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Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Jumeirah College

Location	Jumeirah
Type of school	Private
Website	www.gemsjc.com
Telephone	+971 (0)4 3955524
Address	P O Box 74856, Dubai
Principal	Fiona Cottam
Curriculum	English National Curriculum
Gender of students	Boys and Girls
Age / Grades or Year Groups	11- 18/ Year 7 to 13
Attendance	Acceptable
Number of students on roll	1,057
Number of Emirati students	5 (less than 1%)
Date of the inspection	Monday 17th to Thursday 20th October 2011

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The context of the school

Jumeirah College is located in Al Safa 1. There were 1,057 students on roll, whose ages ranged from 11 to 18 years.

There were around 60 nationalities represented in the student body. A small majority of the students were UK citizens. All students followed the English National Curriculum and completed GCSE, AS and A-level examinations as part of their studies.

There were 90 teaching staff including the Principal and senior leaders, and ten additional teachers or teaching assistants. All teachers had appropriate qualifications. Five students were Emiratis.

Overall school performance 2011-2012

Outstanding

How has the school progressed since the last inspection?

Jumeirah College continued to provide an outstanding quality of education for its students. The highly effective leaders were ambitious in seeking further improvements. They placed a strong emphasis on excellence in academics and in students' personal development. In both of these, the College had a long track record of success which was praised by the parent body. Although students' attainment in Islamic Education and Arabic was just acceptable, there had been improvements since the previous inspection and students' progress had improved to become good. All aspects of teaching, learning and assessment were outstanding and students benefited from access to a rich curriculum and excellent facilities. The College's self-evaluation was accurate, broadly based and fed directly into the strategic plans to improve.

The College had made outstanding progress since the previous inspection, acting decisively on the recommendations and broadening them to include a whole-college emphasis. The improvements in provision were helping students improve their performance. The quality of teaching had improved across the whole college because a wider range of effective strategies were used to meet the needs of all students.

Key strengths

- High academic attainment had been maintained in most subjects, as had excellence in personal development;
- There was outstanding quality in teaching for effective learning;
- Students experienced a rich curriculum with wide choice of courses;
- There were highly effective arrangements for students' safety and guidance;
- Perceptive, dynamic leaders with efficient management practices ensured continuous school improvement.

Recommendations

- Build upon the improvements in students' progress in Islamic Education and Arabic in order to raise attainment.

How good are the students' attainment and progress in key subjects?

	Secondary	Post-16
Islamic Education		
Attainment	Acceptable	Acceptable
Progress	Good	Good
Arabic as a first language		
Attainment	Acceptable	Acceptable
Progress	Good	Good
Arabic as an additional language		
Attainment	Acceptable	Not Applicable
Progress	Acceptable	Not Applicable
English		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
Mathematics		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
Science		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

Attainment was acceptable in Islamic Education and in Arabic but had improved since the previous inspection. Students gave many examples from their lives to show the application of Islamic values, but their knowledge of Seerah was limited. In Arabic, most students could read relevant texts but their spoken Arabic was limited. In Arabic as an additional language, students' oral skills were acceptable but their writing was weak. In the three remaining key subjects, attainment was outstanding. In English, students

spoke articulately, read confidently and wrote with a keen eye for detail in a variety of contexts. In mathematics, students had excellent skills in data handling, calculating percentages and using algebraic equations. A few A-level students, although their attainment was high, were capable of even more. In science, younger students had advanced understanding of the role of glycogen during changes in the body; older students had detailed understanding of resistors and circuit components.

Students made outstanding progress in a majority of subjects and good progress in the remainder. Their progress across all subjects featured the use of critical thinking skills in a variety of contexts and the application of what they had learned to real life. The outstanding progress included students' extensive vocabulary in speaking and writing, skills in algebra and geometry, and collaborative investigations in science. Students with special educational needs made outstanding progress from their various starting points, especially so in spoken and written communication. Emirati students' abilities reflected those of other students and their attainment was broadly in line with their peers. They made similar progress to others in most subjects.

How good is the students' personal and social development?

	Secondary	Post-16
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Outstanding
Civic, economic and environmental understanding	Outstanding	Outstanding

Students' attitudes and behaviour were outstanding. Their considerable regard for one another and all adults was a key factor in the school ethos. They were self-motivated and disciplined, and launched themselves into work or activities with enthusiasm and commitment. They had deep respect for each other's values and cultures, and were fully aware of the cultural diversity of the school and wider community. They understood what underpinned the development of Dubai and how it was influenced by its traditions, culture and Islam. Students were very knowledgeable about environmental matters; they initiated and supported a range of activities to promote sustainability. They were equally pro-active about their own personal health, as students knew the value of a balanced diet. There was a high level of participation in the many sports available. Their attendance was acceptable; punctuality to school and lessons was very good.

How good are the teaching, learning and assessment?

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Quality of students' learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

Teaching for effective learning was outstanding. Whilst teaching was generally strongest in English, mathematics and science, it was more variable in Arabic lessons. Arabic teachers had less effective techniques for teaching the wide range of student abilities. In the best lessons, teachers had excellent subject knowledge. Lessons were planned very effectively and matched the learning needs of students. Teachers knew what was being learnt and which topics needed further time and clarification. Lessons were well paced and time was well managed. Teachers used good open questioning to consolidate previous knowledge and build upon students' understanding of newly learnt concepts. Teachers shared challenging objectives with their students. Students were trusted and encouraged to take responsibility for their own learning. Resources were excellent and used to very good effect. A wide sample of other subjects across all age groups showed a similar quality of teaching to that in the five key subjects.

The quality of learning was also outstanding, but high achievers in Arabic did not make maximum progress due to limited challenge. Students were capable of self-directed study and were highly motivated. They were eager to learn and keen to make progress during lessons. Whenever they had the opportunity, students showed the capacity to support and deepen each other's learning through collaborative work. Classroom displays were a good visual resource for students' learning. They included examples of what students needed to do to improve their attainment levels. The wide range of enrichment activities provided extra learning experiences for students on a regular basis. Students exhibited critical thinking and a good spirit of enquiry. They were confident and successful learners.

The quality of assessment was outstanding. There were very effective assessment practices for monitoring students' progress. Special talents and needs were identified early and regularly monitored. Most students had opportunities to evaluate their own or their peers' work using objective criteria. Assessment feedback was regularly given to both students and their parents. Attainment was regularly compared with predicted outcomes and interventions were made for those who were in danger of falling short. Teachers kept a

regular check on class progress through questioning and marking. They provided effective oral feedback to help students improve, but marking in exercise books varied, even within departments. Overall, subject assessment arrangements were sophisticated and subject comparisons were made. As a result, teachers had detailed knowledge of individual students' strengths and weaknesses.

How well does the curriculum meet the educational needs of students?

	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding

The curriculum was of outstanding quality. It provided a broad, well-balanced experience and addressed students' preferences at key points. Students had opportunities to construct individualised curricula which reflected their interests very well. At transition points, appropriate support and advice ensured that students were well prepared for the next stages. The senior management team reviewed the curriculum regularly and made adjustments which took into account the suggestions of students, teachers and parents. For example, a course in photography was added in response to students' requests and had proved to be very successful. The curriculum was skilfully constructed to meet the needs of all. Cross-curricular links were encouraged rather than planned. A cultural studies initiative remained a rewarding element of students' life and work in school. An extensive and imaginative programme of extra activities offered high quality enrichment to academics.

How well does the school protect and support students?

	Secondary	Post-16
Health and Safety	Outstanding	Outstanding
Quality of Support	Outstanding	Outstanding

The health and safety provision was outstanding. The school was kept clean throughout the day and was constantly well maintained. Equipment was kept in full working order. Classrooms were refurbished annually. Students responded very well to the inconspicuous and judicious supervision of the senior leaders and their teams during movement about the school. The programmes of personal, social, health and citizenship education were fully integrated into the school's life. They were supported by the student counsellor, nurses, careers advisor, heads of year and visitors, including a dietician. Staff members were reminded annually of their responsibility to ensure that children were protected at all times.

The quality of support for students was also outstanding. Relations between students and with teachers were very well managed and supported their outstanding learning. Students who were at risk of underachieving, as well the gifted and talented, were identified, monitored and supported very effectively. The Support for Learning department assisted students with special educational needs exceptionally well and they made exceptional progress as a result. Tutors and heads of year monitored attendance data on a weekly basis.

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Good
Management, including staffing, facilities and resources	Outstanding

The leadership of the school was outstanding. The Principal set a very strong personal example and a provided a clear strategic lead. She and her senior team had secured further improvement in students' attainment and progress, and in what the school offered. Responsibility was very well delegated to middle and senior leaders, who shared a unity of purpose and maintained oversight of school systems. Relations were professional and communication was clear, helping teachers and students meet the school's high expectations. The school had successfully addressed the recommendations from the previous report and had the capacity to continue to improve.

The self-evaluation process was also outstanding. It was rigorously carried out and all teaching staff contributed to it. Detailed analysis of students' performance enabled the school to know itself very well. The school drew upon this analysis to make departmental and whole-school plans, which were comprehensive. The school's evaluation of itself was confirmed in almost all aspects. Thorough performance management lay at the heart of improvements in teaching quality and professional development.

Partnership with parents and the community was outstanding. Through a variety of avenues, parents were very involved in the life of the school and were extremely pleased with what it offered. Communication was extensive and teachers were readily accessible for consultation. Parents had a very clear understanding of their children's progress through the 'Parental Engagement' initiative and reporting arrangements. They enabled parents to support their children more effectively. Mutually beneficial links with other schools and agencies, locally and internationally, significantly added to students' overall college experience.

Governance was good. Governors held the school closely to account for its work and outcomes by monitoring them regularly. They helped guide its strategic direction through involvement in the school's self-evaluation, then used the findings to support improvement planning. They took full account of parents' views through surveys, for example. Governors took action, for example, by improving the range of additional activities available to students. The managing company did not plan to invite parents or other stakeholders on to the governing board.

Managers had a visible but unobtrusive presence around the school, ensuring that all aspects of day-to-day operations were smooth. Well-qualified staff were trained and deployed to meet the students' needs. The well-maintained premises offered an extensive range of opportunities which promoted learning. The school was very well resourced to support teachers' work and thus students' progress.

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	236	27%
	Last year	314	36%
Teachers	24		26%
Students	106		29%

*The percentage of responses from parents is based on the number of families.

About one quarter of parents responded to the survey, a slightly lower rate than last year. About a quarter of the teachers and almost thirty per cent of senior students responded to their surveys. Most parents and students indicated broad satisfaction with the quality of education available at the school and believed that progress was good in English, mathematics and science. In contrast, more than a few parents and students indicated that progress was less than good in Arabic. A majority of parents believed that inspection had led to improvements at the school, but almost a third indicated that they did not know. Almost all parents and students thought that the range of subjects was adequate; about a third of students indicated that they were not involved in improving their school. Conversely, parents and teachers indicated that they were involved in school improvement. Parents, teachers and students were positive in their views of the school's provision across a range of aspects.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:
inspection@khda.gov.ae

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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