



Jumeirah College...



JUMEIRAH COLLEGE

National Agenda      Early years      Special educational needs and disabilities      Innovation

## Inspection Report 2015-2016

Jumeirah College

Curriculum: UK

Overall rating: Outstanding

Read more about the school



[www.khda.gov.ae](http://www.khda.gov.ae)

‘The race for  
excellence has  
no finish line’



Sheikh Mohammed Bin Rashid Al Maktoum



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## School information

### General information



Al Safa

Private

1999

[www.gemsjc.com](http://www.gemsjc.com)

04 3954950

PO Box: 74856, Dubai, U.A.E

Simon O'Connor

English

16 to 19 November 2015

### Students



Gender of students

Boys and girls

Age range

11-18

Grades or year groups

Year 7 to Year 13

Number of students on roll

1,108

Number of children in pre-kindergarten

Not applicable

Number of Emirati students

12

Number of students with SEND

108

Largest nationality group of students

UK

### Teachers / Support staff



Number of teachers

89

Largest nationality group of teachers

British

Number of teaching assistants

11

Teacher-student ratio

1:12

Number of guidance counsellors

1

Teacher turnover

30%

### Curriculum



Educational permit / Licence

UK

Main curriculum

UK -

External tests and examinations

GCSE, AS and A levels

Accreditation

BSO, CIS

National Agenda benchmark tests

None

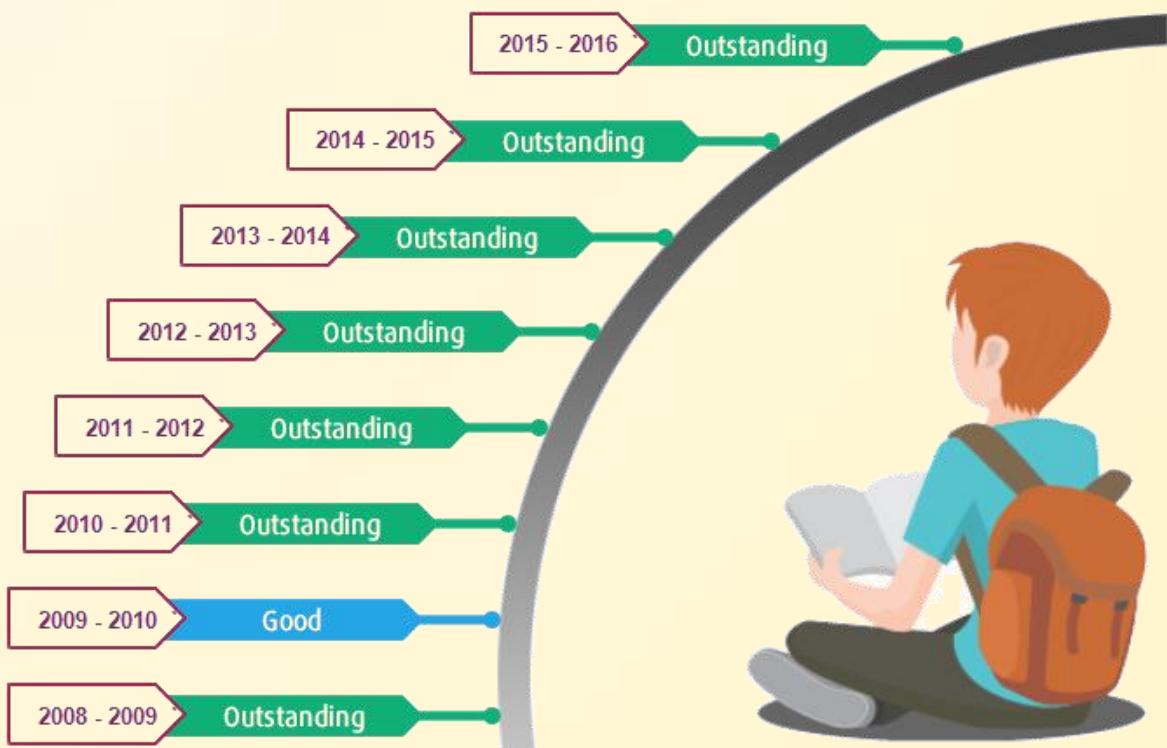


## Summary for parents and the community

Jumeirah College was inspected by DSIB from 16 to 19 November 2015. The overall quality of education provided by the school was found to be **outstanding**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





## How well did the school perform overall?

Overall, Jumeirah College provided an **outstanding** quality of education for its students.

- Attainment in Islamic education and in Arabic was acceptable. Progress was at least good, except in Arabic as additional language. Attainment and progress in science at secondary level, and in English and mathematics at both stages, were outstanding. Students' knowledge and understanding were very sound. Most students were active and enthusiastic learners. They showed a high degree of independence, and had many opportunities to develop problem solving and critical thinking.
- Almost all students had a very mature, responsible attitude to work. Their behaviour was excellent. They had an outstanding understanding of the impact of Islamic values on life in the UAE and Dubai. Their awareness of their own and others' cultures was very highly developed. Students participated in business enterprise activities to very good effect. They had an insightful understanding of the environment and of sustainability.
- Teachers' secure subject knowledge enabled them to support students effectively during lessons. Teachers used a wide range of strategies to develop students' understanding and to make sure that they progressed. In some subjects, however, teachers did not sufficiently encourage independent learning. Internal assessment procedures gave teachers appropriate information and international benchmark tests helped teachers to track students' progress.
- The curriculum was broad and balanced. It was well planned to ensure students progressed appropriately in all subjects. Options enabled older students to choose subjects which reflected their interests and abilities. Leaders regularly reviewed the curriculum and developed it, to better meet students' needs. The curriculum design gave students ample opportunities to develop their knowledge of the culture and heritage of the UAE.
- Health and safety were outstanding. Supervision was discreet and effective. Relationships between students and staff were characterised by mutual respect, trust and confidence. Identification of students with special educational needs and disabilities was not accurate. Those that were so identified benefitted from extended learning opportunities. Gifted and talented students were challenged to the highest level.
- The principal's aim was the pursuit of academic excellence. He had skillfully extended his senior management team to allow fresh ideas to permeate the school. The self-evaluation process generally provided an accurate picture, but a number of evaluations of teaching were too optimistic. Engagement with parents was extensive and very productive.
- The GEMS organisation's involvement with the school ensured that leaders were held fully accountable. The organisation had done much to help to improve teaching in Islamic education and Arabic. It had not given unambiguous, unequivocal direction on admission procedures. The high turnover of staff had been very well managed to allow smooth progression in teaching.



### What did the school do well?

- Attainment and progress in science at secondary level, and in English and mathematics throughout.
- Students' learning skills, particularly their interaction and collaboration.
- The learning opportunities for the whole school community, students, parents and teachers.
- The maturity, confidence and sense of responsibility displayed by students.
- The breadth and balance of the curriculum and the skillful way in which the school had adapted it.
- Outstanding relationships with parents and the community and the comprehensive systems of communication.



### What does the school need to do next?

- Make sure that teaching is at least very good in all subjects by sharing, and building on, current best practice, particularly in Arabic language lessons.
- Take action to improve inclusivity by reconsidering admission procedures, including assessment, to ensure that students with a wide range of special educational needs and disabilities (SEND) can benefit from the high quality of provision that exists in the school.



### How well did the school provide for students with special educational needs and disabilities?

- A range of information from students' work and teachers' assessment showed that the students with (SEND) acquired a range of knowledge skills and understanding that ensured that they made better than expected progress
- The school kept parents informed on an on-going basis through email, meetings and conversations
- The school worked closely with parents of students with SEND. The main line of communication was through the class teachers and specialist staff
- Parents were, in the main, well engaged with their child's education. This involvement made a positive contribution to the quality of the provision available to students with SEND in the school.
- All parents had access to helpful and appropriate guidance, training and support services within the school. They responded effectively to the challenges experienced by the majority of students and their families

## National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

### Main points:

- No attainment data from the National Agenda Parameter was available at this stage to make a judgement on the progress towards meeting the National Agenda targets.
- Governors, owners and senior leaders promoted awareness and understanding of the National Agenda and the National Agenda targets among its staff through regularly discussion at staff meetings. An Action Plan outlining the school's strategy in meeting the 2015 National Agenda targets had been published and was available to all staff.
- Teachers' planning was detailed demonstrating their support to the National Agenda targets. Students and parents were less aware of the National Agenda Vision and the National Agenda targets.
- The school had carefully aligned the English, mathematics and science curricular to the TIMSS and PISA test requirements. Additional content had been incorporated and this was evident in planning documents. The skills that are tested in international assessments had been identified in these subjects.
- Critical thinking, as outlined in the National Agenda, was inherent in most English, mathematics and science lessons. Teachers had understood the definition of critical thinking and it was integral to the school's skill set. As a result, teachers nurtured students' independence; they allowed time for thinking and encouraged discussion.
- The school had prioritised the use of digital learning opportunities through its 'Bring Your Own Device' (BYOD) policy. As a result, there was a marked increase in students' use of digital technology as a delivery tool in presenting their work.
- Students gathered a range of information from different sources demonstrating creative skills in sharing and presenting their learning. Additionally, students used the 'Classroom Page' in music to vote for songs for a forthcoming concert. They researched and gathered information on homework and updated themselves on any announcements from the department.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



### Promoting a culture of innovation:

- School leaders were very enthusiastic about promoting innovation throughout the school. The leaders had appointed innovation champions to develop the school's capacity for integrating innovation throughout teaching and learning. Innovative systems provided for an embedded culture of innovation and contributed to the school's organic and cascading environment of teaching and learning activities in and out of school. Active learning was established across all subjects by teachers acting as facilitators. Student-led learning was underpinned by reflection and critical thinking and was supported by the use of sophisticated software e-learning platforms.

Overall school performance

Outstanding

1. Students' achievement

		Secondary	Post-16
 Islamic education	Attainment	Acceptable	Acceptable
	Progress	Good	Good 
 Arabic as a first language	Attainment	Acceptable	Not applicable
	Progress	Good	Not applicable
 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	Very good 
	Progress	Outstanding	Very good 

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

## 2. Students' personal and social development, and their innovation skills

	Secondary	Post-16
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

## 3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Very good ↓	Outstanding
Assessment	Outstanding	Outstanding

## 4. Curriculum

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

## 5. The protection, care, guidance and support of students

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

## 6. Leadership and management

	All phases
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Outstanding



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

### Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

### 1. Students' achievement

#### Secondary

Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Acceptable	Acceptable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, most students demonstrated knowledge, appropriate to their age, of Islamic values and principles, such as the reasons behind alcohol being prohibited in Islam. Attainment was broadly in line with national curriculum expectations. Most understood the importance of modesty in Islam and how to apply it in their everyday lives. They showed less confidence in linking these concepts to the Holy Qur'an and Hadeeth. Progress was good. Most students had started to become involved in more advanced and higher level thinking topics. The majority of students were developing appropriate Holy Qur'an recitation skills.
- Attainment was acceptable for students learning Arabic as first language. External assessments were not used for benchmarking. Listening skills were good. Most students listened with understanding to extended speech or video clips in standard Arabic. Most students' speaking skills were in line with expectations. They lacked the confidence to engage in longer conversations, and lapsed into colloquial Arabic frequently. Reading with understanding of extended text was acceptable, but the majority did not read independently. Progress was good, particularly in writing skills. Most students had improved and demonstrated some independence in imaginative writing although they made frequent spelling and grammatical errors.
- In Arabic as additional language, most students' work, measured against the school's curriculum levels, was in line with general expectations. Students were able to answer simple, familiar questions using a limited range of vocabulary and in standard Arabic. Language skills varied between groups of students, but overall students' attainment in lessons was in line with curriculum standards. Internal assessments indicated that, in relation to their starting points, most students had made better than expected progress in listening and speaking skills. Reading and writing were underdeveloped, and few students used correct grammar or spelling, particularly in unfamiliar contexts.
- Students' attainment in English was outstanding when measured against national and international standards. Most could write fluently for different purposes. Students demonstrated sophisticated understanding of how to analyse language. They had excellent reading skills when studying fiction and texts such as *An Inspector Calls*. Some students used laptops and tablets to carry out research independently. They were eager to discuss character and motivation in Skellig. They could think critically and were able to express their ideas in thoughtful analysis supported by well-chosen quotations. By Year 10 students were able to evaluate language techniques intelligently, such as the use of the objective narrative voice. Those with SEND made very good progress.

- In mathematics, students' attainment and progress, measured against curriculum standards, were outstanding. External benchmarking and moderation were well developed and embedded into the school assessment cycle. Students could think for themselves and were prepared to persevere when faced with challenges, showing confidence that they would succeed. When investigating mathematically, students could reason, generalise and make sense of solutions. They demonstrated high levels of ability in performing written and mental calculations and in mathematical techniques. Throughout, students had developed a sense of passion and commitment to mathematics. The school had consistently improved students' attainment and progress over the previous three years. Students with SEND made very good progress.
- In science, attainment and progress against English curriculum standards were outstanding. GCSE results in physics, chemistry and biology had been outstanding over the previous three years, and international PISA and TIMSS test scores were significantly above international norms. Attainment and progress in lessons and in students' work were outstanding. Students confidently planned and carried out investigations with minimal teacher intervention. The revised curriculum ensured that students were learning more challenging concepts. For instance, students in Year 7 could predict how much a spring would stretch using Hooke's Law. Students in Year 10 were able to explain the process and outcomes of fractional distillation. Students with SEND were well supported and made progress in line with the majority of others.

#### Post-16

Subjects	Attainment	Progress
Islamic education	Acceptable	Good 
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Very good 	Very good 

- In Islamic education, most students attained levels that were in line with curriculum standards. They had a sound knowledge and understanding. They could apply, where appropriate, the required Islamic concepts and principles. They could explain the ideas and the reasons for revelation in the Holy Qur'an and Hadeeth. They were able to analyse the attitudes that cause wealth to be increased and blessed. Their skills in reciting verses of the Holy Qur'an and in understanding the meaning of them were developing. The majority of students made better than expected progress in relation to appropriate lesson objectives such as considering Islamic attitudes to drugs, and the listening etiquettes when reciting the Holy Qur'an.
- Students' English attainment, when measured against national and international curriculum standards, was outstanding. They could critically analyse texts such as *The Bell Jar* and could discuss the way that writers manipulated representations of mental illness. By Year 13, students' literary and language appreciation skills were highly developed. They were able to review their writing, reflect on strengths and weaknesses, and knew how to improve their work. Year 12 students demonstrated a serious and committed approach. They had an excellent critical understanding of *Othello*. Their outstanding progress was shown in their ability to select and research modern texts. They produced coursework of high quality. The different groups of students, irrespective of prior attainment, made outstanding progress.

- In mathematics, students' attainment and progress as measured against curriculum standards were outstanding. Constant assessment of their understanding, through questioning, listening and observing, stimulated students' active participation in their learning, ensuring they made rapid and sustained progress and learnt exceptionally well. They could calculate accurately the product-moment correlation co-efficient and apply what they had worked out. The participation and achievement of girls in the A-level courses was notably high. Other groups made generally rapid progress. Students were extremely well prepared for the next stage in their education.
- In science, AS and A-level results were very good, with the large majority of students achieving above curriculum expectations. A-level results had been higher in the previous two years, particularly in biology and chemistry, while AS results had improved. Attainment and progress in lessons and in students' work were very good. Students' knowledge and conceptual understanding were very sound. They planned and carried out investigations independently. Where teaching was outstanding, most students were able to make better than expected progress. Students in Year 12 were able to identify unknown compounds by evaluating infra-red spectra, while Year 13 students were able to apply their knowledge of binding energy to a nuclear reaction setting.

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Most students were active and enthusiastic in their engagement with learning, showing a high degree of independence. Students of English and Arabic displayed their skills of self-reflection and self-assessment in identifying their own strengths and weaknesses. Whilst in English they took steps of their own volition to improve their learning, in Arabic they required additional prompts and interventions from their teachers to secure improvement.
- Through working in pairs and small groups, students demonstrated impressive communication and collaboration skills. They effectively shared ideas, discussed possible responses and agreed solutions. Music students collaborated and agreed on symbols that would illustrate a particular sound of their choice as they commenced composition. In Year 13, in English, students' interaction in small groups secured agreement on their preferred genre for their practical assignment.
- Students confidently applied their learning to real world contexts and make connections between different areas of learning. In Year 13, they compared and contrasted liberalism and conservatism in the module on government and politics. Students of drama indicated that they now possessed greater self-confidence. As confidence grew, it transferred across many areas of learning.
- Concepts such as the active enquirer, the independent learner, the reflective learner, the risk-taker, the effective participant and the critical thinker were well promoted. The use of electronic tablets provided a valuable resource for accessing additional information. Technology was very effectively used, for example in science. It helped to provide different activities so that different groups of students made at least good progress.

## 2. Students' personal and social development, and their innovation skills

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students showed a very mature, responsible attitude to their learning and to school life. They were inwardly strong and self-sufficient. They could accept critical comment and use it to make improvements in their learning. The student council and student executive played a very important role in the life of the school.
- Students' behaviour was excellent. They did not require strict supervision as they had acquired a high degree of responsibility to others and towards their surroundings.
- The calm, purposeful atmosphere in the school reflected the strong relationships that existed at all levels in the school. Students were respectful without being obsequious. In general, they had excellent relationships with their teachers.
- They generally demonstrated that they had understood the school's advice on staying fit and healthy. They were developing into well-adjusted young adults.
- Attendance was very good as was students' punctuality to school and to lessons.

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

- Students at both stages demonstrated excellent knowledge of the impact of Islamic values on the culture of the UAE. They displayed behaviour that reflected tolerance, friendship, fairness, and respect for all people.
- They showed great respect for and appreciation of the traditions, heritage and values of Dubai and the UAE. Trips and visits allowed students to develop their understanding in a practical setting to a high level. They could identify features of Dubai that had changed over time and those that had persisted.
- Almost all students had an excellent awareness and appreciation of their own cultures. Their knowledge of the different cultures in school was strong. Most knew and respected traditional dress codes and customs. Celebration of International Day and various international trips were examples of how the school embraced diverse cultures.

	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- Students were responsible and contributed actively to the life of the school and wider community. The ‘green team’, for example, worked with the Emirates Environmental Group. Students undertook responsibilities in school through well-judged and planned arrangements offered by the house system. They also raised funds for good causes such as Dubai Care and for Yemeni refugees.
- Students had an excellent work ethic and high aspirations in sport. Through well-planned projects and business enterprise activities, such as the Business Enterprise week for Year 8, students worked collaboratively to design and promote their own businesses. The college had many links with local business and enterprise.
- Students showed an insightful understanding of environmental sustainability. Participation in the eco committee was high. They showed active participation in the recycling drive in the college through the DEWA Green initiative started in 2015 and led by the head girl. They took part in other sustainability projects such as the UAE Clean Up the World Programme and the Heritage Tourism desert clean-up project.

### 3. Teaching and assessment

	Secondary	Post-16
<b>Teaching for effective learning</b>	Very good 	Outstanding

- Teachers had very secure subject knowledge. In most lessons, they expertly applied their knowledge to develop students’ learning. They used their teaching skills to challenge, encourage and support students so that they made good or better progress during lessons.
- Most lessons were very skillfully planned, with clear objectives adapted to different needs. This helped to ensure that students were actively engaged in their learning, and appropriately challenged and supported to make rapid progress. Learning environments were well-organised and engaging. Learning resources, particularly learning technologies, were very effectively used to help to support students, and to allow them to take ownership of their learning.
- Teachers’ interactions with students were underpinned by an appreciation of students’ potential to make good or better progress. Questioning was generally skillful and it effectively challenged students’ thinking and encouraged them to reflect on their learning. Group and pair work were effectively organised to ensure that students shared their ideas constructively to deepen their learning.
- Teachers generally used strategies that helped to ensure students made significant progress. Lesson sequences, underpinned by tasks planned for different needs, were shared well. Students knew what their next learning steps were. Teachers effectively challenged students to do their best while providing sympathetic, targeted support. In some subjects, particularly in the secondary phase, teachers did not sufficiently enable independent learning.

- Most teachers ensured that students had ample opportunities to solve problems and engage in creative and critical thinking. They encouraged students to take risks by attempting challenging tasks or by sharing their ideas with the class. In the large majority of lessons, effective use of learning technologies and other resources helped to ensure that students were able and independent learners.
- In Arabic as a first language, teachers' subject knowledge was secure. Their knowledge of how students learn had improved since the previous inspection. Different approaches to address the needs of lower achieving students were a key feature in all lessons. There was a range of activities to address the four language skills. Resources were used well to enhance learning.
- Most teachers of Arabic as an additional language knew their subject well. Although lesson plans targeted the four language skills, teachers focused more on listening and speaking in class. Interactions were positive and respectful.

	Secondary	Post-16
Assessment	Outstanding	Outstanding
<b>Assessment</b>		
<ul style="list-style-type: none"> <li>• Internal assessment processes offered timely and accurate achievement information which was used effectively by teachers and school leaders to ensure that students made good progress. School leaders had taken significant steps to develop assessment practices in response to the changes in the National Curriculum for England. In Arabic, assessment did not always provide an accurate picture of students' attainment and progress.</li> <li>• The school efficiently used international benchmark tests to predict students' performance and to track their progress in both phases. Levels of performance were compared internally between subjects and phases, and externally with the achievements of, and expectations for, students internationally.</li> <li>• Assessment information was analysed to track students' progress, to identify strengths and weaknesses in their attainment and to identify patterns and trends. With the exception of Arabic, information about students' progress, as individuals and as groups, was accurate and comprehensive. Whole-school and individual student targets were set, and students' progress was monitored to ensure that they were meeting or exceeding their targets.</li> <li>• School leaders and most teachers effectively used on-going and final assessment information to plan lessons, to modify the curriculum and to address the learning needs of all students. The effective use of learning technologies allowed teachers to assess student understanding during lessons to make instant modifications to the pace and direction of teaching.</li> <li>• Almost all teachers had a thorough knowledge of their students' progress, strengths and weaknesses. They periodically set actionable targets for their students and followed up the progress made towards meeting them. They provided appropriate challenge and support during lessons, based on their knowledge of their students' attainment and potential. Students were well aware of what their next steps were in their learning, both during lessons and over the course of the school term.</li> </ul>		

#### 4. Curriculum

	Secondary	Post-16
<b>Curriculum design and implementation</b>	Outstanding	Outstanding

- The curriculum had a very clear rationale, was broad and balanced and met the needs of students extremely well. It promoted interest and enjoyment for almost all. In Arabic as a first language, the school followed the MOE curriculum with clear purpose and continuity. In order to fulfill the demands of the new National Curriculum for England, senior and subject leaders had planned GCSE and AS-level courses which had been introduced by English and mathematics teachers in the current year.
- The curriculum was generally very well-planned to secure progression. National Curriculum progression in English, mathematics and science had been very well thought out. However the lack of steady advancement of particular cohorts of students in English and science from GCSE through AS level indicated that the curriculum was not mapped well enough to enable them to move forward successfully and smoothly in those subjects.
- Curriculum options provided excellent opportunities for choice. Sixth form students were offered a very broad and diverse range of A and AS level subjects, including psychology, media studies and sociology. Most students studied four subjects at AS level in year 12. They were able to combine science, languages and arts subjects as a result of individualised timetabling options.
- Lessons supported independent learning, research and critical thinking while making connections with other subjects. For example, Year 9 English students were reading a novel which gave rise to discussion about poverty, Somalian refugees, miscarriage and death. Enrichment through music, history, science, mathematics and English were a key feature of the curriculum.
- Leaders regularly reviewed and developed the curriculum to meet students' needs. For example, as a consequence of reviews, the school was in the process of integrating Arabic, Islamic and cultural studies into a social studies curriculum. Reviews over the past two years had been outstanding, with clear changes made to ensure that students were appropriately prepared for the new GCSE examinations in 2017 and 2018.
- Lessons in cultural studies were provided across both phases of the school. Programmes such as Face to Faith, celebration of Eid, National Day, UAE culture day, visits to mosques and museums supported and enhanced students' understanding of UAE values, cultures and society.

	Secondary	Post-16
<b>Curriculum adaptation</b>	Outstanding	Outstanding

- The curriculum was successfully adapted to provide stimulating learning experiences. It incorporated a range of modifications. Students who completed GCSE mathematics in Year 10 could study additional mathematics and statistics. The majority of students took triple science in Year 11. A good range of modern languages was available in Years 9 and 10. Students in Year 11 design and technology could complete a further extended qualification on topics of their own choice. Throughout, activities had been very well adapted to meet the needs of SEND students.

- Students experienced an extensive range of social, sporting, scientific and cultural extra-curricular opportunities. They included French debating, girls' football, scuba diving, the Duke of Edinburgh award scheme, choirs, the Model United Nations and classical films. Numerous overseas trips provided a rich and diverse range of opportunities for students to appreciate the wider world.
- The curriculum had embedded interesting and relevant programmes to develop students' knowledge and understanding of the heritage of the UAE. Students' knowledge of Emirati traditions, culture and values was extensive as a result of the numerous charities and cultural initiatives in which they had been involved.

### 5. The protection, care, guidance and support of students

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

- The school's policies for safeguarding and child protection were comprehensive and thorough. Senior leaders had ensured that all staff, teachers and others were very well acquainted with the procedures. Reporting channels were clear and generally well understood. Students and their parents had participated in training on child protection issues. Physical and cyber bullying had been carefully addressed.
- Students enjoyed a safe and secure environment. Supervision was discreet but very effective. Older students had developed a self-regulatory approach to school life. At all stages, they showed respect for their fellow students and for the school environment.
- The buildings were of very high quality. Recent refurbishment had enhanced the reception foyer, which was now a welcoming Majlis for parents and students alike. Medical and incident records were meticulously kept. Emergency evacuation and lock-down procedures were in place and regularly practiced. Some students had been trained in first aid.
- The school premises were very well suited to meet the learning needs of all students. Science laboratories were very well equipped. There were high quality resources and rooms for art and music.
- At all stages the school was very concerned with the promotion of healthy living. A well-designed exercise programme helped to maintain students' physical fitness. The school encouraged healthy eating and had been very effective in raising awareness of the effects of an unbalanced diet.

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- Mutual respect, trust and confidence were key characteristics of relationships between staff and students, who were aware of high expectations for exemplary behaviour. With their superior self-management skills and the support and example of staff and their parents, they continued to meet that expectation on a daily basis

- The school continued to promote attendance and punctuality. It was proactive in its efforts to improve overall attendance. A new on-line management system for recording and monitoring of attendance enabled the school to analyse whole-school patterns of attendance as well as those of individual students.
- The identification of students with SEND, and those who were gifted and talented, took place at entry from primary school and at stages throughout the secondary school. The procedure was not accurate, robust or secure.
- Support was provided using a three tiered system based on the needs of the individual student. The physical social and emotional development of students, including those with SEND, was a priority. Gifted and talented students were challenged to the highest possible level. Students with SEND also benefited from curriculum modification together with enhanced learning opportunities as well as the collaboration of parents.
- The counsellor liaised with a range of other professionals to ensure that students received well-informed advice and guidance. The careers advisor was proactive in exploring career and higher education options in a comprehensive programme, as well as individual meetings as required.

#### Provision for students with special educational needs and disabilities (SEND)

**The overall effectiveness of provision for students with special educational needs and disabilities**

Acceptable

- Policies and plans indicated that a fully inclusive ethos was not promoted in the school
- Identification of students with SEND had become less robust and as a result less secure. Assessments from within the school and from external services were not interpreted appropriately to identify or to categorise students' SEND accurately.
- The involvement of parents in the education of their child was significant. The school kept parents very well informed of their children's progress. Communication was promoted through class teachers and specialist.
- Curriculum planning had been modified to ensure that students with SEND were engaged in relevant and meaningful learning opportunities at a level that was in line with their personal profile of need.

#### 6. Leadership and management

**The effectiveness of leadership**

Outstanding

- The principal's aim for the pursuit of academic excellence was shared and understood by teachers, parents and students. He had ensured that national and Emirate priorities featured highly in the school's development agenda. The school's admission procedures meant that the school was not fully inclusive at entry stage. However, excellent procedures catered very effectively for the needs of almost all students once they were enrolled.

- The principal had skillfully strengthened the management team. An innovative feature was the one year appointment, after interview, of a few teachers whose role was to pursue some action research. For example, one had undertaken a study of student absenteeism, its causes, and how to counteract it. The influx of personnel, with refreshing new ideas, had reinvigorated senior management and had help to demystify its workings.
- Relationships at all levels were highly professional and very supportive. Teachers were encouraged to observe others' good practice and to share their ideas. There was a clear sense throughout the school that leaders were 'primi inter pares', first among equals.
- Leaders clearly demonstrated that they wished to encourage and foster innovation. They were not afraid of new ideas nor did they see innovative thinking as a threat, but rather as an opportunity to advance the school. They were extremely supportive of their colleagues at all levels.
- Leaders were well aware that the school could not remain content with development that had reached a plateau. They constantly sought improvement. In their efforts they had been more successful in some areas than in others, but the spirit of striving to reach higher performance was clearly evident.

#### School self-evaluation and improvement planning

Outstanding

- The school had developed an extensive and thorough consultation process which involved all. Careful analysis of data informed the improvement plan, which also included progress towards previous targets. Generally speaking, the school was very aware of its strengths and areas for improvement, but a few evaluations were over-optimistic and inaccurate, particularly with regard to teaching.
- Teachers' performance was very carefully monitored and managed through a review, with rigorous procedures and appropriate facilities for feedback. Highly structured learning walks complemented the thorough programme of classroom visits and monitoring. The school's expectation was that teaching and assessment would be consistently good or better.
- The improvement plan was ambitious and directly focused on increasing the performance of both students and teachers. The areas for improvement were generally realistic and accurately reflected the school's needs. There was a focus on developing more consistency in teaching. Outcomes were measurable. UAE priorities were very well addressed, with digital learning particularly promoted.
- The recommendations in the previous report had been addressed with purpose, both by the school and by the GEMS organisation. They had not yet reached fruition.

#### Partnerships with parents and the community

Outstanding

- The school had extensive and productive engagement with parents. They had been invited to help in developing the school's vision and future. Senior leaders regularly sought parents' views and, in the main, acted upon them. Parents regularly gave valuable support to the school's programme of preparation of students for the world of work and for further academic studies.
- The highly effective systems of communication, both traditional and electronic, kept parents very well informed. Communication was two-way, and could be initiated by parents.

- Parents received regular reports about their children's attainment and progress. These reports and the face-to-face communications at open evenings enabled parents to be real partners in the education process. They received very helpful information about web sites which could be used to reinforce or supplement what had been taught in class. Parents were offered development courses and workshops to acquaint them with developments in curriculum and assessment.
- Students were involved in productive links with local communities and had sporting connections with other schools. They participated in national and international competitions. A debating team had travelled to Yale University to compete in the world finals of a speaking competition. The school had not developed partnerships with schools abroad, either in the English-speaking world or with disadvantaged schools in developing countries.

**Governance**

Good

- The GEMS organisation regularly and methodically sought the opinions of parents, students and staff. It had refined its procedures by using the services of a professional survey company. Through these surveys, its own review programme, and frequent visits, the organisation had a very full knowledge of the school and its work.
- The organisation's involvement ensured full accountability. Officers analysed external examination performance data and rigorously investigated any perceived anomalies. They also celebrated the school's many successes.
- The school had benefitted from considerable input in its attempts to raise the level of attainment in Islamic Education and Arabic. The organisation's view on inclusion was not sufficiently unambiguous to give clear direction to the school on its admissions policy. Financial and other resources to address the National Agenda had been made readily available.

**Management, staffing, facilities and resources**

Outstanding

- The daily operation of the school ran very smoothly. Efficient timetabling ensured effective delivery of the curriculum. Hard decisions about the numbers required to make viable post-16 classes had left some students disappointed.
- The school was very well staffed. A relatively high turnover of teachers had been very well managed to ensure continuity in teaching. A programme of continuous professional development ensured that all teachers were kept abreast of current developments in teaching techniques, assessment requirements and curriculum changes.
- The premises were very well suited to educational requirements. Facilities for sport were of high quality, though the school's restricted site meant that some pitches were at a distance. Provision for art and music was of very high quality, as was the library. There was a need, however, to review the stock of Arabic texts.
- Teachers had access to a wide range of resources to enhance what they did in class. Some departments made very innovative and imaginative use of technology. In science, post-16, interactive technology allowed students to indicate when they thought they had achieved mastery of a topic, thus enabling teachers to target individual support as appropriate.

### The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	145
	2014-2015	89
<b>Teachers</b> 	53	
<b>Students</b> 	287	

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

- Almost all parents were satisfied with the education provided at Jumeirah College.
- Of those for whom the questions were appropriate, almost all thought that their children were making good progress in Arabic as first language, and a large majority thought so, with regard to Arabic as second language.
- Most felt that their children were making good progress in Islamic Education.
- Most parents indicated that their children were making good progress in English, and almost all in mathematics and science.
- Most were very positive about all aspects of the life and work of the school.
- Teachers were very positive about almost all aspects of the school. Negative opinions tended to be about a lack of information from senior management and a reluctance to act on teachers' views.
- Almost all students expressed satisfaction with the quality of education which they received.
- A large majority of those who responded felt that they were not making good progress in Arabic as a first language, and a majority felt the same about Arabic as an additional language.
- Less than half considered their progress in Islamic education to be good.
- Most felt that they were making good progress in English, mathematics and science.
- About one quarter stated that they did not have opportunities to learn enough about Emirati heritage, traditions and culture.
- Most were satisfied with almost all aspects of their experience in school. However, a large minority did not feel that the school's provision of new resources or its upgrading of facilities were appropriate to their needs.
- A few expressed concerns about bullying.

- A large minority thought that the school did not listen to students or act upon their views.
- In their written comments, a few students complained of variability in the quality of teaching, and a few expressed some disappointment at the perceived lack of support for the performing arts.

If you have a concern or wish to comment on any aspect of this report, you should contact  
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