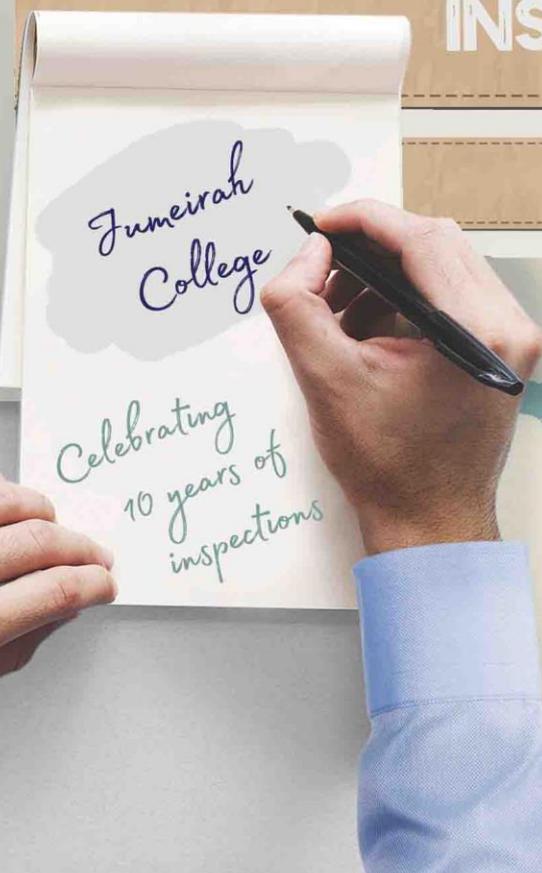


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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School information

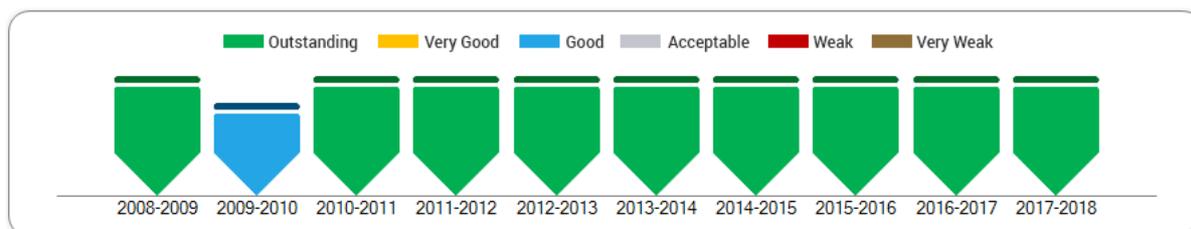
General information	
Location	Al Safa
Type of school	Private
Opening year of school	
Website	www.gemsjc.com
Telephone	04-3955524
Address	P O BOX 74856, DUBAI, U.A.E
Principal	Simon O'Connor
Principal - Date appointed	8/1/2013
Language of instruction	English
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	92
Largest nationality group of teachers	British
Number of teaching assistants	11
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	14%

Students	
Gender of students	Boys and girls
Age range	11-18
Grades or year groups	Year 7-Year 13
Number of students on roll	1126
Number of children in pre-kindergarten	0
Number of Emirati students	14
Number of students with SEND	86
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	English
Main curriculum	NCfE
External tests and examinations	GCSE, A Level
Accreditation	UK
National Agenda benchmark tests	GL

School Journey for Jumeirah College



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Jumeirah College was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders and governors, under the determined leadership of the principal, are very effective in sustaining high levels of performance. There is a very strong commitment to inclusion. Staff and students are encouraged to strive for excellence and are given opportunities to be creative, inventive and innovative in pursuit of this aim. Parents hold the school in high regard, especially for the focus on their children's all-round development.

Students' achievement

Students make rapid progress in English, mathematics and science and reach high standards. Students with special educational needs make very good progress towards their individual targets. Students with particular gifts and talents are successfully encouraged to develop and apply them and typically achieve extremely well in their academic studies, sport, technology and the performing arts. Attainment in Arabic as an additional language is improving.

Students' personal and social development, and their innovation skills

Students' behaviour is exemplary; students have extremely positive attitudes and take pride in their achievements. Students' sense of responsibility and their tolerance and respect for others are commendable. They fully appreciate the impact of Islamic culture on life in Dubai. Students enthusiastically lead a wide range of environmental initiatives and charity events, drawing on their well-established innovative and entrepreneurial skills.

Teaching and assessment

Teachers are adept in actively engaging students. Their highly skilled use of questions, draws out and extends students' understanding and prompts them to think deeply and critically. Teachers use assessment information very effectively to ensure an appropriate level of challenge and support for all students.

Curriculum

The curriculum includes a wide range of engaging, challenging and enriching experiences. There are numerous opportunities for students to develop entrepreneurial and innovation skills. Options are unusually wide. A wealth of extra-curricular activities and wide-ranging educational visits enhance students' learning and provide memorable experiences.

The protection, care, guidance and support of students

Students' welfare is paramount. Safeguarding procedures are extensive and highly effective. Students benefit from high quality academic guidance and personal support. Provision for students with special educational needs and/or disabilities is very good. Students appreciate the first-rate guidance about subject options, careers and university entrance.

What the school does best

- Leaders at all levels are supported by effective governance and have an unwavering determination to sustain high standards and to support students' all-round development.
- Highly skilled teaching, together with students' very well-developed learning skills, contribute to outstanding achievement in English, mathematics and science, and improving attainment in Arabic as an additional language.
- Students' very positive attitudes and exemplary behaviour underpin the harmonious and purposeful ethos that permeates the school.
- The imaginatively designed curriculum engages and motivates students and includes a wide range of purposeful, memorable experiences.
- Students are safe and very well cared for and supported, including those with special educational needs and/or disabilities.

Key recommendations

- Raise students' attainment in Islamic education and Arabic as a first language by ensuring teachers adopt the methods evident in the most effective lessons, including:
 - using assessment information to establish students' starting points
 - planning lessons that take account of these starting points
 - ensuring expectations are consistently high
 - setting tasks that engage, motivate and challenge students, and include independent, collaborative and practical activities
 - providing clear feedback about how students can improve.

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	Acceptable
	Progress	Good	Acceptable
Arabic as an additional language 	Attainment	Good ↑	Not applicable
	Progress	Good ↑	Not applicable
English 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding ↑
		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	Outstanding ↑	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

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

National Priorities

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment in English, mathematics and science is above expectations under the National Agenda Parameter.
- Leaders at all levels, including governors, systematically analyse and use benchmark data under the umbrella of an agreed National Agenda Parameter Action Plan. This is supplemented by specific actions plans for English, mathematics and science.
- Data analysis is excellent across the school and is generally well-aligned to the range of internal and external assessments.
- The school routinely and rigorously analyses key data under the National Agenda Parameter and uses this to ensure the curriculum includes appropriate content and a focus on cognitive skills in all key subjects.
- Teaching successfully encourages and supports discussion and enquiry in most lessons. This leads to better than expected self-directed learning and critical thinking.
- The use of the results of cognitive assessment and benchmark tests has enabled the school to make curriculum changes that are improving students' critical thinking and research skills.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- Leaders and governors are aware of the achievements of the Emirati students in the school. Analysis of data information, lessons observations and work samples lead to more focused monitoring of Emirati students. This informs the development of suitable strategies for improvement for these students. Regular feedback is provided to parents on the progress of their children. Guidance and support for parents is evident including reference to their children's emotional well-being.
- The majority of the 14 Emirati students are high achievers, engage in lessons, show interest and demonstrate levels of determination and independence. Cognitive tests are analysed and used to inform future planning for each student. The school has developed a 'provision map' to monitor the progress of individuals and groups of students. This includes the tracking of Emirati students' achievement.
- Emirati students benefit from the outstanding curriculum adaptation in all phases and across all subjects. They also gain from the highly-effective teaching with strong emphasis on skills development across subjects and phases. The school is developing strategies to improve the verbal reasoning skills of Emirati students.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The provision for moral education is developing, and is provided in integrated sessions scheduled in all subjects. Moral development underpins many other aspects and reflects the ethos of the school.
- Teaching is reinforced with an excellent understanding of how to plan lessons that engage students in thinking about moral values. For example, in Year 9, students rose to the challenge of debating about famous rulers.
- Animated discussion, and respectful dialogues and debates are significant features of learning in moral education, and students are typically fully engaged and motivated.
- Assessment systems reflect those throughout the school and include an on-line tracker for personal development. This year, it is planned to introduce a section in reports for students to reflect on their learning of moral education.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- A pilot social studies curriculum is being taught in Years 7 to 9. The programme is to be evaluated before full implementation and extension to include Year 10.
- Teaching strategies are innovative with extensive use of technology to support students' learning. A variety of independent and small group learning activities provide appropriate levels of challenge.
- Most students are active learners, eager to share their thoughts and personal experiences. They interact exceptionally well with each other to produce mature and thoughtful responses.
- The most appropriate methods of assessing students' progress are being evaluated as part of the overall review of the effectiveness of the pilot programme.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Almost all students can learn independently and take responsibility for that learning. They have extensive opportunities to use a range of technologies to support research and enquiry work.
- There is a wide range of activities to develop students' innovative and entrepreneurial skills. Most students are resourceful and creative, often taking a leading role in activities.
- In almost all subjects, teaching challenges students and promotes their problem-solving abilities. Teachers of Arabic and Islamic education tend to limit the opportunities for students to take responsibility for their own learning.
- There are many challenges which feature in the curriculum, inspiring students to be enterprising and innovative. Students are confident to lead, motivate, persuade and influence others.
- The commitment of leaders' and governors to innovation is evident, not least, in the quality of the facilities and professional development for teachers, which enhance students' research, reasoning and critical thinking skills.

The school's promotion of a culture of innovation is systematic.

Main inspection report

1. Students' achievements

		Secondary	Post-16
Islamic education 	Attainment	Acceptable	Acceptable
	Progress	Good	Good

- The school's internal data reflects high levels of attainment. However, students work during lessons and in their books, indicates that attainment is in line with curriculum expectations. Students' progress is generally good although the achievement of non-Arab students is stronger than that of other students.
- Students develop the ability to link what they learn to real-life situations. They have an age-related knowledge of the pillars of Islam and faith. They have an appropriate understanding of Seerah, Hadeeth, Islamic values and morals. However, students' attainment and progress in Qur'an recitations, memorisation and application of Tajweed are less well developed.
- Effective leadership has led to improved teaching, especially in the non-Arabic speaking section. Students' knowledge and understanding of the biographies of the Prophet Mohammed, and their skills in linking Hadeeth and Holy Qur'an verses to the subject they are studying, are improving.

For development

- Students should develop their recitation skills, following the rules correctly. They should memorise longer chapters of the Holy Qur'an and develop a deeper understanding of what they recite.

		Secondary	Post-16
Arabic as a first language 	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable

- In the secondary phase, students are engaged in learning because the lesson objectives and expectations suit their abilities. High achievers are making better progress than others. The eight students in the post-16 phase do not speak Arabic at home and find learning the language difficult.
- Students show adequate competencies in all the skills, but post-16 students are less effective in speaking fluency using correct Arabic. However, their writing has improved over time because they practise reading more frequently. Secondary students are better in the four skills of the language.
- The culture of the UAE is an increasing feature of lessons. This enables students to practise the language more realistically as they reflect on their own experiences. The more frequent use of modern technology is engaging students and supporting their learning.

For development

- Improve attainment by developing teaching strategies that engage students more effectively. In addition, increase opportunities for post-16 students to practise speaking.

		Secondary	Post-16
Arabic as an additional language 	Attainment	Good ↑	Not applicable
	Progress	Good ↑	Not applicable

- Students make good progress when compared to their starting points. They are positively engaged, showing interest in learning and are well involved. Their internal exams results, lessons and written work show good attainment.
- Students show secure competencies in speaking using common words and short sentence formation and phrases, such as 'no doubt', 'in my opinion' and 'I agree'. They listen and read well. They write well-constructed, descriptive passages.
- More active teaching and learning strategies have been introduced, which makes learning more purposeful and enjoyable, with stronger emphasis on using everyday language. Students enjoy working in groups, although they are not typically sure of their roles.

For development

- Improve collaborative work to create more opportunities for every individual to participate by assigning specific roles during group tasks.

		Secondary	Post-16
English 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Virtually all students attain highly in all aspects of English. This is confirmed by national examinations and international comparisons. Attainment is consistently high because all groups of students, including those with SEND, make excellent progress in lessons and over time.
- High level reading skills enable students to extract information from text to support a point of view. Oral skills are particularly well developed, and students articulate their thoughts with confidence. Extended writing shows imagination with essays that are carefully structured and skilfully argued.
- The emphasis on literary and textual analysis ensures that these skills develop exceptionally well. When comparing the work of different authors, students use persuasive analyses to support a reasoned point of view. They understand how writers use literary devices to influence the reader.

		Secondary	Post-16
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Attainment and progress in mathematics is above expectation in all aspects and in both phases. The consistently high rate of progress in the secondary phase has a strong impact on attainment, and the emphasis on exam preparation heightens this in Post-16.
- In both phases, mathematical skills are particularly well-developed. The uniformly constructive approach to developing links between mathematical concepts enhances students' overall knowledge and understanding. This is progressive and cohesive over time. Most students successfully interpret and solve word problems.
- Application of knowledge and understanding to real life situations is developing well in many lessons, especially in the older year groups.

		Secondary	Post-16
Science 	Attainment	Outstanding	Outstanding ↑
	Progress	Outstanding	Outstanding ↑

- Most students' attainment in the secondary phase continues to be above curriculum standards as they make better than expected progress. In the post-16 phase, teachers' focus on students applying their learning to real-world problems and situations has resulted in their attainment and progress improving since the last inspection.
- Imaginative and creative teaching promotes students' ability to master increasingly complex scientific concepts and apply scientific processes impressively over time. International benchmarking shows consistently high student outcomes in both phases.
- Assessment information is gathered systematically throughout the science courses. Monitoring of students' progress towards the target grades, established from the cognitive ability data, is rigorous. The data is also used exceptionally well to plan individual lessons or a series of lessons within each topic.

	Secondary	Post-16
Learning Skills	Outstanding	Outstanding

- Students' learning skills remain very strong in both phases of the school. In all year groups students are actively engaged in their learning across almost all subjects. They collaborate exceptionally well with their peers and have the confidence to work independently.
- Students are enthusiastic, independent and responsible learners. They understand their strengths and act on advice and guidance from their teachers. They are able to communicate their learning in a wide variety of different ways. This is less evident in Arabic and Islamic education.
- Students apply their learning to their lives and make meaningful connections across different subjects. They are innovative and enterprising, being able to find things out for themselves using books, artefacts, documents and digital devices. They are highly skilled problem solvers and critical thinkers.

For development

- Provide more opportunities for students to take more responsibility for their own learning in Arabic and Islamic education for Arabs.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students' behaviour across the school is exemplary during lessons and when moving between classrooms. They have extremely positive attitudes and are self-disciplined and courteous towards adults and other students. Older students serve as good role models for younger students.
- Students maintain excellent relationships with their peers and teachers. They show care, compassion and support for other learners. They frequently take the initiative in relating to others during classroom activities. During lessons, students respond positively to their peers' feedback.
- Leadership and healthy lifestyles are strong features of students' all-round development. Students understand and follow the advice they receive on healthy eating and active lifestyles. Almost all students arrive at school and to lessons and extra activities on time. Attendance is very good.

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

- Students have a strong appreciation of Islamic values. They understand the relevance of these values and their impact on everyday life in the UAE. They understand and appreciate the values of modesty, honesty, respect for women, and tolerance. They can talk about these values in mature, age-appropriate ways.
- Students are well aware of the Emirati heritage and culture. Particularly in the post-16 phase, they can talk in detail about important events in the history of the UAE. Students at that stage understand the economic and political development of the Emirates.
- Students in both phases of the school have solid knowledge and clear understanding of their own cultures. They show great respect for other cultures represented in the school. Their understanding of other world cultures is developing. Their knowledge and understanding of the wider Arab world cultures are not as strong.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Students act highly responsibly and contribute actively to the school's life and wider communities, through student councils, committees, and clubs. They demonstrate high levels of care and consideration for others, such as in their involvement in the desert clean-up campaign and the visit to Cambodia.
- Students have an excellent work ethic. A large number contributed during Enterprise Week making a significant profit from an initial investment of 10 dirhams. Innovation is evident through many aspects of school life, including students' participation in robotics and the mechanics competitions.
- Students show an excellent understanding of environmental sustainability. They are keen to spread awareness and initiate recycling competitions such as the 'trash fashion show' and 'float your boat'.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding ↑	Outstanding

- Teaching remains consistently highly focused in the post-16 phase. In the secondary phase teaching has improved since the last inspection and is now outstanding. Students' attainment and progress in Arabic as an additional language are now good due to the improvements in the quality of teaching.
- Teachers' expert understanding of their subjects, and of each students' capabilities, are central to their lesson planning. The learning activities they construct reflect their imaginative and inventive approaches to promoting students' high attainment and rapid progress.
- Improvement since the previous inspection includes the effectiveness of teachers' questioning in most lessons. Their questions are routinely open, challenging and often rhetorical. These successfully promote student's critical, reflective and analytical thinking. Students use digital devices routinely and highly productively in their lessons.

	Secondary	Post-16
Assessment	Outstanding	Outstanding

- The school's internal assessment processes, linked to external and benchmark test analyses, are uniformly strong. These data are well aligned and are used very effectively to track progress over time.
- Assessment data are particularly well used as a guide to improve teaching approaches and curriculum adaptations, to address gaps in students' knowledge and understanding, and to devise intervention strategies.
- There is a well-established blend of formative and summative assessment. Self and peer assessment is a very strong feature in almost all lessons. This is moderated effectively by most teachers. The use of data to identify students' potential, and implement appropriate intervention strategies is excellent in most subjects.

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is exceptionally well-planned to provide students with a rich variety of learning experiences. Students' knowledge and skills build progressively from year to year, so that attainment at the end of Year 11 and Year 13 is very high.
- The curriculum provides excellent support for students' academic and personal development. The unusually wide range of GCSE and A level subject choices caters well for their needs, interests and aspirations. Students are prepared very well for higher education and future careers.
- Regular reviews ensure that the curriculum is up to date and in line with the National Curriculum for England and the UAE's National Agenda. Particularly successful developments across the curriculum have included the sharp focus on reasoning and critical thinking skills.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- Effective planning of the curriculum is characterised by the provision of stimulating and relevant learning opportunities for all students. The curriculum challenges and enriches learning for the gifted and talented, and is adapted to support students with special education needs.
- Enrichment through a range of extra-curricular activities, involvement in community charities, and opportunities to engage in international events, greatly enhances students' all-round development.
- The wide range of literature in the school library, displays of Islamic design, and thematic approaches in Arabic, including direct links to Emirati culture and heritage, contribute to the development of students' knowledge, awareness and appreciation of the UAE.

For development

- Fully embed the UAE social studies in the curriculum

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 responsibility for student's health and safety remains central to its vision and is clearly evident in its day-to-day operation. The commitment to the school's comprehensive policy and procedures is demonstrated in the provision of the 'Pen Portrait' of every student available to all teachers.
- The school premises and its specialist facilities provide an impressive physical environment conducive to high quality learning. Compendious records are kept of the prompt actions taken to rectify any problems that are identified during the weekly maintenance checks.
- Healthy living is systematically promoted in school life. Students are kept safe and receive specialist advice from the clinic staff on pursuing healthy lifestyles. The 'Happiness Programme' demonstrates the school's determination to promote students' social welfare and mental well-being.

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- The school ethos of respect, consideration and dignity, underpins the very positive relationships between staff and students. Teachers have a strong rapport with mature, well-behaved students. Systems for behaviour management and for the promotion of attendance and punctuality are successful.
- Procedures for identifying students with special education needs and those who are gifted and talented are implemented promptly and with accuracy. Appropriate high-quality enrichment, in-class support, one-to-one support and interventions enable students to make very good progress.
- Support for students' academic progress, personal development and well-being is provided through the high-quality work of the pastoral care team, the counsellor, and the support for learning (SfL) team. Comprehensive careers guidance is provided for the senior students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- Governors and leaders ensure that inclusion is a key focus across the school. A whole-school review has been undertaken. Inclusion representatives have been appointed within all departments.
- The school is operating a 'Three-Wave' system which categorises the nature of provision required based on students' identified needs. Plans and policies are very well-developed, ensuring consistency across the school.
- Staff develop highly effective relationships with the parents. They work hard to ensure successful communication with parents continues at the highest level.
- Provision for students with SEND is organised very effectively in response to students' personal and academic needs. Skilled curriculum modification ensures that any additional help, such as emotional support, is successfully implemented. In their day-to-day lessons, teachers are adept in meeting students' differing needs.
- A range of information from students' work, lesson observations, and teacher assessments shows that students with SEND consistently acquire a range of knowledge, skills and understanding and typically make better than expected progress from their starting points.

For development (SEND)

- Leaders are aware that the sophisticated approach to monitoring students' progress towards their individual targets needs to be fully embedded.

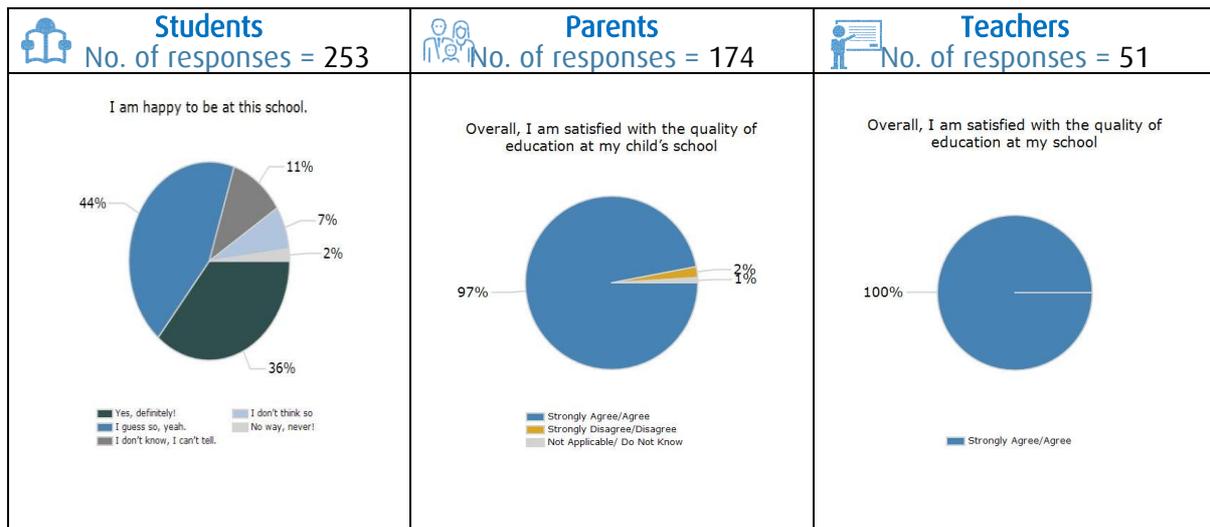
6. Leadership and management

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

- The principal plays a pivotal role in sustaining an outward-looking learning culture in this high performing school. Leaders at all levels share a common ambition to improve the school further and are encouraged to challenge convention. There is a shared commitment to inclusion within an ethos of collective responsibility and mutual support. Leaders are extremely effective in sustaining excellent outcomes for students.
- Leaders gain sharp insights into the school's performance through well-established, systematic and comprehensive self-review. The qualities of teaching and learning are closely monitored, and assessment information is rigorously analysed. This provides a secure basis for staff development and improvement planning. Well-focused development plans include precise targets and well-founded innovative initiatives. The recommendations from the previous report were tackled with determination and considerable success.
- Parents appreciate very much the many opportunities to be partners in their children's learning. Home-school relationships and communication are excellent. Parents receive comprehensive information about their children's academic achievement and personal development. Extensive links with the local community augment students' learning. Mutually beneficial links with other schools and educational organisations are evident, for example, in enhancing provision for students with SEND.
- Members of the local advisory board, which includes parents and members of the local community, carry out their responsibilities for holding the school to account very effectively. They regularly seek the views of parents, students and staff, and respond constructively to their suggestions. Board members are well aware of the school's performance and actively support leaders in pursuing the national agenda targets.
- The school runs efficiently due to the combined efforts of academic staff, administrators, security personnel, support staff and students. Teachers are deployed highly effectively and benefit from excellent opportunities to share their expertise and learn from one another. The premises, including specialist facilities for science, sport, art, music and drama, provide an excellent learning environment. Resources are plentiful, including an excellent library and high specification IT equipment.

The views of parents, teachers and senior 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.



 Students	<p>Students who responded to the survey expressed very positive views about most aspects of the school, including the quality of teaching. Almost all say the school is a friendly and welcoming place and that they are happy and feel safe. They are positive about how the school helps them to become independent learners and take on leadership roles. The inspection concurred with these positive views.</p>
 Parents	<p>Parents are very positive about every aspect of the school. They are extremely happy with the quality of care and how their children's well-being has the highest priority. Parents are pleased with the way the school helps their children to acquire skills in using learning technologies for research. They feel that the home/school partnership is a major strength. They acknowledge the impact of the school's leadership on students' achievement and personal development.</p>
 Teachers	<p>Teachers responding to the survey are almost entirely positive.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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