

INSPECTION REPORT

Jumeirah College

Report published in April 2013

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Jumeirah College

| | |
|-----------------------------|---------------------------------|
| Location | Al Safa |
| Type of school | Private |
| Website | www.gemsjc.com |
| Telephone | 04-3954950 |
| Address | PO Box 74856, Dubai |
| Principal | Fiona Cottam |
| Curriculum | UK |
| Gender of students | Boys and Girls |
| Age / Grades or Year Groups | 11-18 / Year 7 to Year 13 |
| Attendance | Good |
| Number of students on roll | 1,078 |
| Students' nationalities | UK, plus 57 other nationalities |
| Number of Emirati students | 4 (less than 1%) |
| Date of the inspection | 15th to 18th October 2012 |

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The context of the school

Jumeirah College is located in Al Safa. There were 1,078 students on roll, aged from 11 to 18 years. There were around 58 nationalities represented in the student body. A majority of the students were UK citizens.

All students followed the English National Curriculum and completed General Certificate of Secondary Education and Advanced-level examinations as part of their studies.

There were 91 teachers, including the principal and senior leaders, and ten teaching assistants. All teachers had appropriate qualifications. Four students were Emiratis. The school had identified 110 students who received support for a special educational need.

Overall school performance 2012-2013

Outstanding

Key strengths

- Sustained outstanding outcomes in almost all subjects;
- Consistently strong teaching and learning in almost all subjects;
- Assessment strategies that supported outstanding progress for almost all students;
- An exemplary level of protection and guidance for all students;
- Visionary leadership that has sustained outstanding school quality for the past three years.

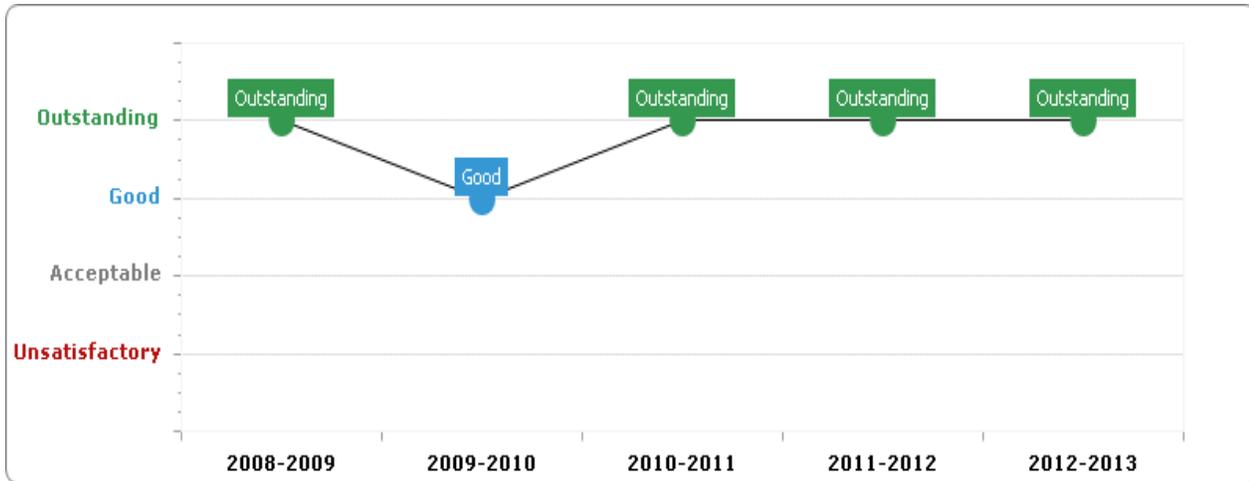
Recommendations

- Raise expectations and increase independent learning in the Islamic Education and Arabic lessons;
- Increase opportunities for more active learning in the early years of the secondary phase.

Progress since the last inspection

- The sustained outstanding provision and outcomes against almost all quality indicators;
- The continued improvement in Islamic Education and Arabic provision.

Trend of overall performance



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 |

[Read paragraph](#)

How good is the students' personal and social development?

| | Secondary | Post-16 |
|--|-------------|-------------|
| Attitudes and behaviour | Outstanding | Outstanding |
| Understanding of Islamic values and local, cultural and global awareness | Outstanding | Outstanding |
| Community and environmental responsibility | Outstanding | Outstanding |

[Read paragraph](#)

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 |

[Read paragraph](#)

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

| | Secondary | Post-16 |
|--------------------|-------------|-------------|
| Curriculum quality | Outstanding | Outstanding |

[Read paragraph](#)

How well does the school protect and support students?

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

[Read paragraph](#)

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 |

[Read paragraph](#)

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

Attainment was outstanding in English, mathematics and science in both the secondary and post-16 phases of the school as a result of exemplary assessment practices and very high expectations. In mathematics, by Year 13, almost all students had built on their highly developed numeric, algebraic and investigative skills, and applied higher order thinking skills to derive results and produce rigorous proofs. The majority of secondary and post-16 students attained levels of scientific knowledge that were above international standards as measured by internal and international examinations as well as performance in classroom lessons. They had strong understanding of scientific theories and could accurately apply their learning to new situations. Attainment in Islamic Education and Arabic was acceptable as most students performed in line with curriculum expectations in almost all aspects of the subjects. There was a noted weakness in Qur'an recitation, particularly for non-Arab Muslims.

Progress was outstanding in the majority of key subjects. In most lessons in both phases, students in Islamic Education made good progress as measured against curriculum expectations. Progress in developing Qur'an recitation skills was slower. In a few lessons, low expectations restricted students' progress. Most students made good progress in Arabic as a first language; however, over time progress was inhibited due to the lack of independent learning opportunities and limited use of Arabic outside their classrooms. Progress in Arabic as an additional language was acceptable overall, although it was limited by the lack of opportunities for students to improve their language skills independently. Progress was outstanding in English in both the secondary and post-16 phases, because teachers planned lessons that were consistently challenging and they offered excellent support to students of all abilities. In mathematics and science, progress was outstanding across the school. In Year 11 mathematics, the higher ability students made exceptional progress in finding gradients of lines when working from first principles. In Year 13, students investigated a complex real-life example involving fly-diving from space. Students' skills of investigation, experimentation and problem solving were well developed, as they had ample opportunities for regular practical work in laboratories. Students with special educational needs made outstanding progress as they exceeded their expected grades on external examinations.

[View judgements](#)

How good is the students' personal and social development?

Students' behaviour and attitudes across the school, in lessons and elsewhere, were outstanding. Almost all students had exemplary attitudes. They were very keen to take on wide-ranging leadership responsibilities that included student council roles, peer-mentoring and leadership of learning groups. Relationships amongst them were excellent. Students adopted healthy lifestyles and participated extensively in physical education and in voluntary team sports. When approved off-site learning was

taken into account, attendance was good. Given there were no school bells, punctuality was exceptional. Students' understanding of Islamic values and their local, cultural, and global awareness was outstanding across the two phases of the school. Students described how they adapted their behaviour in accordance with the sensitivity of the multi-cultural nature of the society of Dubai, particularly its Islamic aspects. Most students were actively involved in several school activities such as the Cultural Studies Program, World Sports, and School Lingo Fest. These promoted understanding of their own cultures and developed their appreciation of others' traditions and life norms. Students demonstrated an excellent understanding of UAE's historical and contemporary life. They considered the society of Dubai as an embodiment of religious understanding and extraordinary example of peaceful co-existence. Most students demonstrated an outstanding level of community and environmental responsibility across the school phases. They showed an excellent work ethic, which was evident in the applied work experience programs. These were considered by students as a catalyst for exploring the world of work and future careers. The Student Council was particularly influential and provided opportunities for students to develop outstanding leadership skills. Charity work was a strong feature of the school community, with student-initiated action raising significant funds. Community service was an integral part of students' school life. Students exhibited advanced environmental awareness and were able to articulate the major local and global environmental issues; however action initiated and managed by students in this regard required further development.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was outstanding in both the secondary and post-16 phases. Almost all teachers were experts in their subjects. They were adept at teaching with effective strategies that resulted in high quality learning across almost all subjects. Teachers' expectations of students were universally high, based upon a rigorous system for tracking students' progress. As a result, teachers had secure understanding of their prior attainment and their current needs. Teachers used this information to deliver lessons which both supported and challenged all groups of students. Critical thinking and independent learning were a strong feature of many lessons, and were particularly well developed in post-16 classes.

Consistently strong teaching led to outstanding learning and progress in almost all subjects. Progress in lessons was not as consistently good in Arabic as an additional language, because teachers did not plan active and challenging learning experiences. Across the school, students routinely took responsibility for their own learning and readily contributed to the learning of others through effective peer assessment. They were mature enough to be self-critical and accept constructive criticism from others. Relationships were very productive and students worked well together in groups. They deepened their knowledge, understanding and skills by freely exchanging ideas. Even the youngest were able to sustain their learning.

Almost all students were successful, confident learners, who were well prepared for the next stages of their education.

The assessment of learning was of outstanding quality across the school. Policies were regularly reviewed at all levels to reflect an increasingly personalised approach. Almost all teachers and their subject leaders made excellent use of assessment information. They monitored and evaluated students' progress, decided if interventions were needed and set targets that provided optimum challenge. Intervention strategies ensured that almost all students who were at risk met or exceeded the curriculum expectations. However, in a few cases, more aspirational targets were not met. Teachers used a variety of assessment strategies to improve learning, which included extensive self and peer-assessment with subject-specific criteria. Almost all teachers were secure in their knowledge of students' strengths and weaknesses. They provided very effective, on-going feedback in lessons and guidance for improvement when marking work. In Islamic Education and Arabic, assessment practices did not consistently reach the school's standards.

[View judgements](#)

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

The curriculum was outstanding in both phases of the school. The arrangements for transition between years were a strength. The school modified its curriculum to meet the needs of all, which resulted in all students being well prepared for their next stage of education. The curriculum was regularly reviewed and modified. For example, the ICT and mathematics schemes of work had been adjusted as a result of recent review and findings of prior learning. The school promoted excellent personal development through dedicated lessons in the secondary phase and leadership opportunities for post-16 students. There was very good provision for different ability groups in almost all phases and most subjects. The curriculum provided good opportunities for independent learning and research, particularly with older students. Almost all students were involved in at least one extra-curricular activity as part of the enrichment programme. Good community links with local primary and special needs schools were maintained by sixth-formers in their complimentary studies. Over 250 students from Years 9 to 13 were involved in community service as part of an international award scheme.

[View judgements](#)

How well does the school protect and support students?

The quality of protection of, and support for students was outstanding. Policies, systems and processes ensured the health and well-being of all students. Medical expertise and facilities were readily available. The school building was in excellent condition, very well maintained, clean, secure and highly appropriate for the students it served. Staff members supervised students well and encouraged them to be supportive of each other. A healthy student lifestyle was promoted well by the school. The canteen supplied wholesome food and there were extensive sports activities in which many students participated. There was excellent provision for child protection, with all staff members suitably trained to monitor students.

Positive teacher-student relationships were a key feature of the school. Teachers were effective role-models, resulting in respectful and well-behaved students. Attendance and punctuality were promoted well across the school. Staff members had a strong understanding of students' personal needs and responded accordingly. The school had a highly effective, systematic approach to tracking student's personal development, with a regular overview and continuity of support.

[View judgements](#)

How well does the school provide for students with special educational needs?

Jumeirah College had an open entry enrolment policy. Students with special educational needs were supported by staff members who ensured their needs were met. Entry assessments identified students who required support or monitoring. A range of tests enabled the development of accurate predictions. Teaching staff were supported by specialists to ensure that teaching methods and materials matched student's abilities. All students with special educational needs benefited from detailed individualised educational plans or profiles. Some students were withdrawn from classes for additional support, while others were closely monitored in classes by trained Teaching Assistants. Regular, high quality tracking ensured that learning and other issues were identified promptly and appropriate interventions made. Consequently, students made excellent progress from their starting points. All identified Year 11 students achieved well above the predicted levels in examinations.

How good are the leadership and management of the school?

The quality of leadership was outstanding. The working ethos within the management team was highly effective. The leaders at all levels were dynamic and shared a common vision based on excellence in teaching and learning and outstanding outcomes for all students. The distribution of responsibilities was clear and strategic. Consistency was secured through very effective communication and robust monitoring processes.

Self-evaluation plans were outstanding and were constantly evolving. Priorities for improvement were clearly defined and distributed between the different school leaders. The self-evaluation work linked to students' progress was also outstanding. The school had robust mechanisms to track students and support them to achieve to the best of their abilities. The school continued to address the recommendation from the previous inspection report and as a result, students' attainment and progress in Islamic Education and Arabic were more stable. The school's approach to evaluate, monitor and improve the quality of teaching and learning was outstanding. It informed the professional development programme and most teachers demonstrated the outstanding practice seen in many lessons.

The partnership and communication with parents was outstanding. Parents were regularly informed about both the academic and personal development of their children. They were extremely positive about the quality of education provided by the school in the questionnaires and discussions. Links with local businesses and the community were purposeful and varied. They had a positive impact on students' learning and personal development.

Governance of the school was good. The board of governors were supportive of the leadership team and shared the same vision for improvement. Although the governors sought the views of parents, the board did not include parental representation. The school surveyed the parents on a regular basis and the information gathered led to new initiatives in school.

The management of staffing, facilities and resources was outstanding. Teachers were appropriately qualified and new recruits were well supported through the school induction process. The school was quick to identify strengths in new teachers and enabled them to lead important aspects of school life. Teaching assistants in school were used effectively in lessons. Resources for learning such as information and communications technology were used effectively. The library and the science laboratories were well equipped and were used well to develop students' research and critical skills.

[View judgements](#)

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 | 204 | 23% |
| | Last year | 236 | 20% |
| Teachers | 63 | | 70% |
| Students | 138 | | 31% |

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

Around a quarter of parents responded to the survey. Almost three quarters of teachers and around thirty per cent of senior students responded to their surveys. Almost all parents and students indicated satisfaction with the quality of education and the level of care available at the school. They believed that progress was at least good in English, mathematics and science. As in the previous year, more than a few parents and students indicated that progress was less than good in Arabic. Some parents commented on the lack of outdoor space at the school.

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

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