Inspection Report
2018-2019

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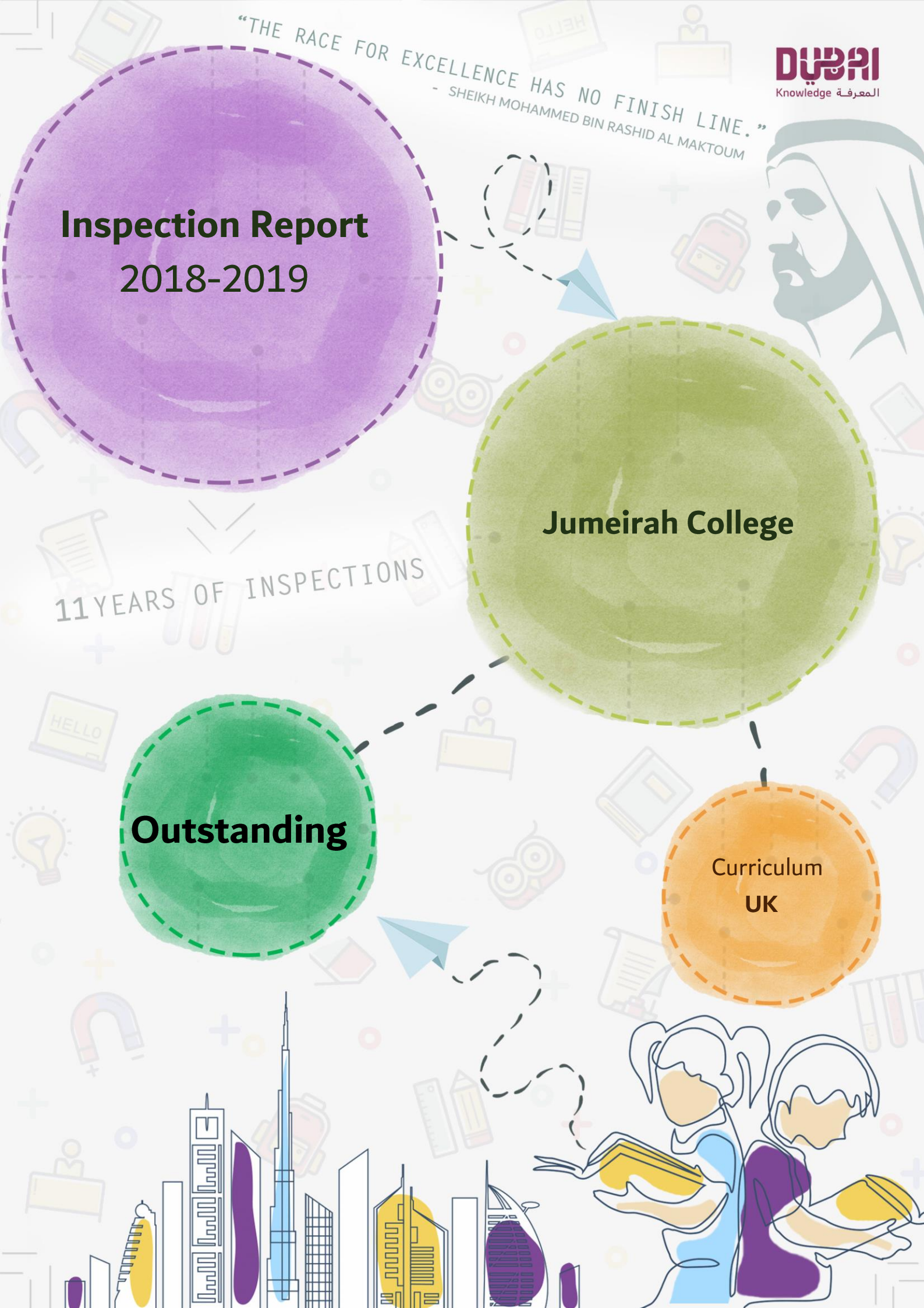- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

DUBAI Knowledge المعرفة

11 YEARS OF INSPECTIONS

Jumeirah College

Outstanding

Curriculum
UK

Contents

School Information

General Information

	Location	Al Safa
	Opening year of School	1999
	Website	www.gemsjc.com
	Telephone	04-3955524
	Principal	Simon O'Connor
	Principal - Date appointed	9/1/2013
	Language of Instruction	English
	Inspection Dates:	12 to 15 November 2018

Students

	Gender of students	Boys and girls
	Age range	11-18
	Grades or year groups	Year 7-Year 13
	Number of students on roll	1125
	Number of Emirati students	18
	Number of students of determination	81
	Largest nationality group of students	UK

Teachers

	Number of teachers	92
	Largest nationality group of teachers	British
	Number of teaching assistants	9
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	19

Curriculum

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, A level
	Accreditation	BSO
	National Agenda Benchmark Tests	GL

School Journey for Jumeirah College

Legend: Outstanding (green), Very Good (yellow), Good (blue), Acceptable (grey), Weak (red), Very Weak (brown)

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
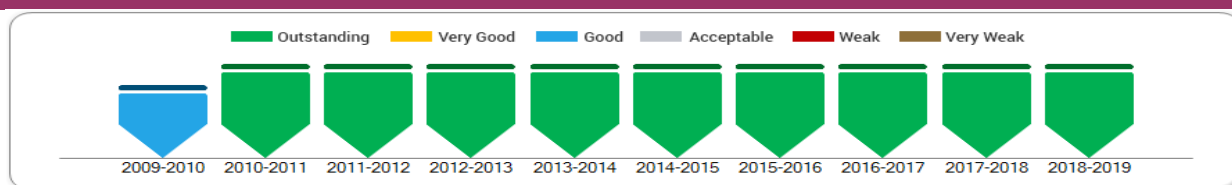
The overall quality of education provided by the school is **outstanding**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes	• Students make rapid progress in English, mathematics and science. Standards in Islamic education and Arabic are improving. Learning skills are highly developed. Students throughout the school are eager to learn and take responsibility for their own learning. The school is characterised by high academic standards. Students achieve excellent results in external examinations. • Students have a strong sense of respect for their peers. Behaviour around the school is consistently excellent. Students fully appreciate and respect the Islamic culture of the UAE and the diverse cultures represented in the student body. They take the lead in many activities and projects, including support for a variety of charitable and environmental initiatives.
Provision for learners	• Teaching across the school is engaging, challenging and productive. It encourages and promotes both collaborative and independent learning. Assessment is used rigorously to track students' progress and to provide high levels of challenge, which ensure that all students achieve their maximum potential. • The curriculum is relevant and comprehensive. The school offers an extensive choice of subjects at GCSE and A Level, providing students with broad career options. A wide range of extra-curricular activities provides enrichment and leadership opportunities that develop students' skills, talents and aspirations and add to their enjoyment of school life. • The school has thorough safeguarding training and clear procedures that are understood well by students, parents and staff. Leaders have undertaken to address without delay the health and safety concerns identified during the inspection. The school has a strong pastoral care system and promotes healthy eating and an active lifestyle.
Leadership and management	• Senior leaders provide a clear vision for the school and set high standards. They develop leadership qualities in teachers, who in turn promote consistently high-quality learning throughout the school. There is a well-designed school improvement process leading to continuous development, such as the recent improvement in teaching in Islamic education and Arabic.

What the School does Best:

- The high levels of attainment in external examinations
- The mature, self-reliant and responsible learners, who are supported by effective systems of care
- The rich range of subject options and the broad variety of extra-curricular activities, which include opportunities for student leadership
- The high quality of teaching that has a strong focus on challenge and success
- Teachers' collaborative work for the benefit of all students.

Key Recommendations:

- Increase the consistency of Islamic education and Arabic lessons by sharing recent improvements throughout the departments.
- Improve the provision for students of determination by:
  - ensuring that barriers to their learning are clearly identified
  - consistently identifying both specific strategies to address these barriers and success criteria to track how they are being overcome
  - engaging parents and students fully in the planning process.

Overall School Performance

Outstanding

1. Students' Achievement

		Secondary	Post-16
Islamic Education	Attainment	Acceptable	Good ⬆
	Progress	Good	Good
Arabic as a First Language	Attainment	Acceptable	Good ⬆
	Progress	Good	Good ⬆
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	Very good ⬇	Very good ⬇
Care and support	Very good ⬇	Very good ⬇

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments	is above expectations

- International assessment data indicate that the school did not meet its PISA targets in 2015 in maths and science but did achieve its target in reading. By 2017, PBTS has shown significant improvement in all three areas. In 2015, the TIMSS target was achieved in maths with a small residual but was missed in science by a similar margin. When comparing NAP outcomes from GL scores with CAT4, there are small negative gaps for students in English in Years 7 and 9, but in both maths and science, there is a positive residual indicating that more students are achieving better than their potential.

Impact of Leadership	is above expectations

- The leadership team supports the vision of the National Agenda. A detailed action plan responds to recommendations from benchmark reports. A comprehensive data bank tracks students' progress. Lesson plans are usually accompanied by this information, which is used well to adapt teaching in English and maths, but less well in the other subjects.

Impact of Learning	is above expectations

- In English, students are reflective, critical thinkers who are unafraid to challenge each other's opinions. Analysis, comprehensive research and real life problem-solving are also strong in English and maths but are more often theoretical and based upon exam questions in science. Independent investigation in science remains limited in Secondary but is stronger in Post 16.

Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.

For Development:

- Increase opportunities for students to extend their critical thinking skills through scientific enquiry and investigations.

Reading Across the Curriculum

- The very few students identified as needing support in reading have made good progress as a result of additional help from older students.
- In mathematics, science and all language lessons, teachers support students' development of subject-specific terminology. In English and the humanities, this development continues through the use of comprehension exercises and contextual clues.
- All subjects and age-groups use the library frequently. Borrowing audits show equal interest in fiction and non-fiction, as well as access to digital texts.
- The secondment of a teacher of English to the senior leadership team is helping support the whole-school development of reading for students of all abilities.

The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.

For Development:
- Extend the skills of all teachers to develop students' literacy and reading, in both English and Arabic.

UAE Social Studies

- The UAE social studies curriculum has been devised within the school by subject specialist teachers. It is supplemented by questions to challenge students' thinking.
- Students' progress through the online course independently and at their own pace. They make connections between these units of study through reading more widely, using given links to digital resources.
- Almost all students attain levels that are above the curriculum standards. Online assessment supports the monitoring of achievement.
- Almost all students make better than expected progress compared with their individual starting points, which are high.

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

Innovation

- Students are highly motivated, independent learners who can research from different sources, including digital technology. They are able to link their learning to real-life situations.
- They volunteer enthusiastically and organise a variety of extra-curricular activities for their fellow students. The extended curriculum comprehensively develops students' problem-solving and independent learning skills.
- A wide range of activities develops students' innovative and entrepreneurial skills. Most students are resourceful and creative. They often take leadership roles although these are more developed in activities, rather than in lessons.
- The curriculum provides a broad range of challenges to inspire students. Teachers regularly plan for students to use technology creatively to solve a problem or to enrich their understanding.
- Senior leaders support innovation throughout the curriculum and in teaching. They provide extensive professional development opportunities that ensure that teachers adopt the best of current practice in teaching and learning.

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

1. Students' Achievement

Islamic Education

	Secondary	Post-16
Attainment	Acceptable	Good ⬆
Progress	Good	Good

- Students' knowledge of Islamic principles strengthens across the school. By the post-16 phase, students make significant contributions to classroom discussions. They demonstrate secure knowledge and confidence in debating and referring to the Holy Qur'an and Hadeeth.
- Students in the secondary phase are developing research and problem-solving skills and can link their learning about Islamic law to real life. They are also making significant improvement in their recitation of the Holy Qur'an. However, their knowledge about Seerah and major events and characters in Islam is less secure.
- Teachers have developed their teaching practices to include a wider variety of activities and useful written feedback to students. This is leading to better progress, particularly in the post-16 phase.

For Development:
- Improve students' attainment in the secondary phase by sharing best practices in teaching.
- Ensure that students have a more secure knowledge about Seerah and major events and characters in Islam.

Arabic as a First Language

	Secondary	Post-16
Attainment	Acceptable	Good ⬆
Progress	Good	Good ⬆

- Levels of Arabic are variable, with lower attainment in Years 10 and 11 than in the post-16 phase. Progress over time is evident in all years, especially in extended writing. The current post-16 students display good oral skills in standard Arabic and are able to write clearly, with well-developed comprehension skills.
- Speaking is good across the two phases. Students can use standard Arabic competently in a variety of contexts. They can write in a wide range of topics using a variety of techniques. However, some aspects of reading and writing are less developed in the upper secondary years.
- Lessons have a variety of activities, including regular exposure to poetry, and provide high levels of expectation and challenge. This supports the positive development of students' achievement. However, the curriculum has not been adequately modified for a group of lower achieving students.

For Development:
- Improve the use of targeted reading to support the learning and enrichment of all skills in language, especially writing.

Arabic as an Additional Language

	Secondary	Post-16
Attainment	Good	Not applicable
Progress	Good	Not applicable

- Most students are learning Arabic as an additional language effectively. Students who already have a foundation of Arabic are making good progress, while the beginners groups make the expected progress.
- Speaking and writing, based on the new MoE curriculum standards, are well-developed. Students are able to use the language in different contexts, expressing themselves confidently. The majority can use complex sentences to express opinions, to give praise or to give explanations.
- Teachers are developing a range of tasks and adapting them to meet the different needs of some students. This is increasing students' skills in the use of Arabic in different contexts. However, curriculum modification for a group of lower achieving students is underdeveloped.

For Development:
- Extend the range of strategies for improving the Arabic skills of students with lower levels of performance.

English

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students enter the school with strong comprehension skills that consolidate by Year 9, where their understanding of figurative language and writing for purpose develops rapidly. GCSE students' writing shows flair and personality. Post-16 students link writers' concepts to time and history well.
- Almost all students develop a secure understanding of agreed standards for assessment and of paragraph shape and structure. They learn to think conceptually when analysing texts. Most are gifted orators, understanding the effect and connotation that specific vocabulary has on a reader or listener.
- Older students are encouraged to experiment with their written expression, based on their understanding of authors' techniques in articles and books. As a result, their written responses have improved. The department's enhancement of its extra-curricular provision is supporting student interest and achievement in this subject.

For Development:
- Enhance the profile of English and its value as a core skill which underpins all areas of learning, and helps to meet the demands of higher education and future employment.

Mathematics

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- In both phases, CAT4 outcomes and on-going assessment information are used effectively to inform effective provision for students. Individual tracking of student attainment and progress is particularly strong.
- Teachers encourage their students to think mathematically and to relate their work to everyday life. For example, older students consider different approaches to dividing binomial expansions by linear expressions, while Year 8 students solve problems together, involving volume and surface area.
- Extra provision is being made available, in weekly mathematics clinics, for those students who require assistance to boost their confidence or competence in mathematics. The STEP programme offers greater mathematical challenge for high achievers. Both are proving popular with and beneficial to students.

For Development:
- Provide more opportunities for students to lead on their learning and to offer alternative ways of finding solutions to mathematical problems through challenge and reasoning.

Science

	Secondary	Post-16
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students perform well in GCSE and in external examinations at Post-16. Those in the post-16 phase have well-developed research skills. For example, they can undertake detailed research into cardio-vascular disease, exploring why individuals might over- or under-estimate associated risk factors.
- In both phases, students display high levels of scientific knowledge and use appropriate terminology well. They can solve problems in familiar formats and are thoroughly prepared for their examinations.
- Although conceptual scientific knowledge is rigorously developed, the independent, experimental skills of students are less secure. Students' observation, investigation and hypothesising skills are under-developed in Key Stage 3.

For Development:
- Extend practical investigative work in the secondary phase to enable all students to develop a high level of active investigation and enquiry skills.

Learning Skills

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- In both the secondary and post-16 phases, students are highly motivated and responsible learners who are keen to give of their best. They are actively involved in their learning and are very aware of their strengths and areas for improvement.
- As independent learners, most students are active in using different sources, including the use of technology for research, collaboration and organisation. Critical thinking and problem-solving are an integral part of their overall learning skills.
- Weekly catch-up sessions, outside class, provide valuable additional learning opportunities, not just for the students attending but also for the volunteer student tutors from the more senior classes.

For Development:

- Provide more opportunities for students to lead learning and to challenge one another's opinions and suggestions in class.

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

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Students are highly motivated, eager and willing to learn. They display a positive attitude towards school and embrace the wide range of experiences available to them with enthusiasm. They are unfailingly well-behaved, thoughtful and respectful of one another.
- Almost all students have a well-developed understanding of, and commitment to, a healthy lifestyle. They are actively involved in promoting a healthy mind and body through mindfulness, participation in physical activity and the choice of healthy food options.
- As a result of positive relationships with teachers and school staff, students have a strong sense of belonging. They support and encourage one another to achieve their potential in a safe environment. Attendance rates are very high.

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

- Students in both phases fully appreciate the Islamic values and heritage of the UAE. Displays across the school show a rich knowledge and experience of local art, music, media, drama and literature, and of cultures and civilisations from around the world.
- Students celebrate appropriate national and international events. Post-16 students can talk in detail about features of the culture in the UAE, both past and present. They think highly of the tolerance and innovative environment in the country.
- Students appreciate the rich variety of nationalities and cultures that comprise the school community. They participate in Holy Qur'an recital competitions and national day celebrations.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are responsible. They contribute eagerly to the life of the school and the community. They have an excellent work ethic, demonstrate leadership skills and feel that their voice is appreciated by the school.
- As a result of their innovation and creativity, students successfully initiate, manage and lead many projects that have significant social impact, such as supporting charities in the UAE and internationally.
- Day-to-day practice in the school reflects students' well-developed awareness of environmental issues. They respect and take care of the campus and employ digital formats to reduce the use of paper. They have ambitious committee projects, and they want the world to be a better place.

3. Teaching and assessment

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding

- Teaching is of a consistently high quality in both phases. Teachers are very knowledgeable and provide many opportunities for students to develop skills in problem-solving and innovation. They encourage and promote collaborative and independent learning. Debates and lively discussions engage students well, particularly in English lessons.
- Across all subjects, teachers ensure that students' literacy skills develop rapidly. They use time and resources well to enable students to research subjects. In Islamic education, teachers enable students to link their learning to the UAE culture and life outside school. High-quality lesson planning results in motivated students who are well engaged in lessons.
- Skilful use of assessment for learning provides high levels of challenge in most lessons, enabling students to excel in their learning and ensuring that they are well-prepared for external examinations.

	Secondary	Post-16
Assessment	Outstanding	Outstanding

- The processes for gathering and analysing external and baseline data are particularly strong. Good use is made of CAT4 results to identify students who may be underperforming. Internal data effectively measure progress over time.
- Assessment data are rigorously analysed to investigate ways of improving attainment and to ensure that all students achieve their maximum. For example, data have been used to adjust the curriculum and to identify students who would benefit from the effective peer-mentoring initiative.
- A working group uses data to audit all departments and to focus on professional development in order to improve teaching and learning, as a more integral method of raising attainment and increasing progress.

For Development:

- Maintain the outstanding teaching and assessment processes.

4. Curriculum

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is relevant, comprehensive and delivered through a blend of discrete subject learning, cross-curricular activities and interdisciplinary opportunities. The school offers an extensive choice of subjects at GCSE and A level, giving students broad career options.
- The school provides a rich learning experience through its extra-curricular activities. These develop students' skills, talents and aspirations and add to their enjoyment of school life. Enrichment of the English curriculum ensures that students' literacy skills are of a high standard.
- Leaders ensure continuity through regular reviews and close monitoring of the curriculum. Developments, such as a mathematics clinic and cross-curricular topics in Arabic, are impacting positively on students' learning.
- Moral education is planned and integrated within the curriculum and school life for Years 7-13. Progress is measured through a range of formal and informal assessments.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is well enhanced for high-achieving students. Modifications are routinely available in most departmental planning to provide accelerated opportunities for the most able. In Arabic, suitable modifications are not made to meet the needs of lower-achieving students.
- Extra-curricular opportunities are extensive, covering a wide range of academic and non-academic topics. For example, the English department offers activities which capture and strengthen students' interest.
- Key features of Emirati culture are firmly embedded in the Islamic education and Arabic curricula. The social studies curriculum has been planned to enable students to develop research skills as they learn about the environment of the UAE.

For Development:

- Ensure that learning objectives are modified to suit the needs of lower-achieving students.

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

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ⬇	Very good ⬇

- Staff training in safeguarding is regular and thorough. The school's rigorous procedures are set out clearly and are understood well by students, parents and staff.
- School leaders have undertaken to address a number of concerns relating to health and safety without delay.
- School meals and snacks are consistent with the school's policy on promoting healthy eating. The broad and regular programme for physical education and sport contributes to the adoption of a healthy lifestyle.

	Secondary	Post-16
Care and support	Very good ⬇	Very good ⬇

- Students describe their relationships with school staff as professional and friendly. The inspection confirms that this is the case. There are effective systems to promote regular attendance and to encourage exemplary behaviour, which are evident in all year groups.
- Students and parents value highly the exceptionally strong and effective guidance and support provided by form tutors and heads of year. This is a crucial factor in students' academic success. Provision for advising students on their university choices remains strong.
- Systems for identifying and supporting students of determination are in place but do not focus sufficiently on identifying the precise barriers to learning that they might be experiencing. Protocols for identifying students with gifts and talents concentrate on academic competence rather than on all types of natural abilities.

For Development:
- Ensure that checks for health and safety are rigorous and ensure a consistently hygienic, safe and secure environment for all.
- Enhance the procedures for the identification of, and support for, students of determination ensuring that they are sharply focused on each student's learning needs and targets.

Inclusion of students of determination

Provision and outcomes for students of determination	Good ⬇

- Accountability to senior leaders and governors is not as stringent as in the other departments of the school. Leaders' use of assessment information lacks rigour. Improvement planning is not securely based on a robust evaluation of the impact of the department's work.
- There is a clear system in place to identify students with lower levels of performance. However, specific barriers to learning are not identified with sufficient clarity. There is a well-regarded online information sharing system that contains advice for the support of individual students, but the lack of clarity reduces its effectiveness.
- The quality of communication with parents varies considerably. Parents are not systematically involved in planning the support that will be made for their children. Similarly, students are recipients of, rather than stakeholders in, the school's plans for supporting their education.
- The school is successful in developing the personal skills and confidence of students of determination. However, it is at an early stage in exploring alternative curriculum pathways that may be more appropriate for students of determination than the standard GCSE and A level courses.
- The department has access to a wide range of information about students' learning and development. Due to the high standard of teaching across the school, almost all students make good or better progress. However, there are inconsistencies in the progress over time of students of determination in different subjects.

For Development:
- Ensure that the specific barriers to learning for students of determination are clearly identified and that individual strategies are developed to address these in the classrooms.
- Measure and review periodically the success in overcoming these barriers.
- Include parents and students more actively as partners in this process.

6. Leadership and management

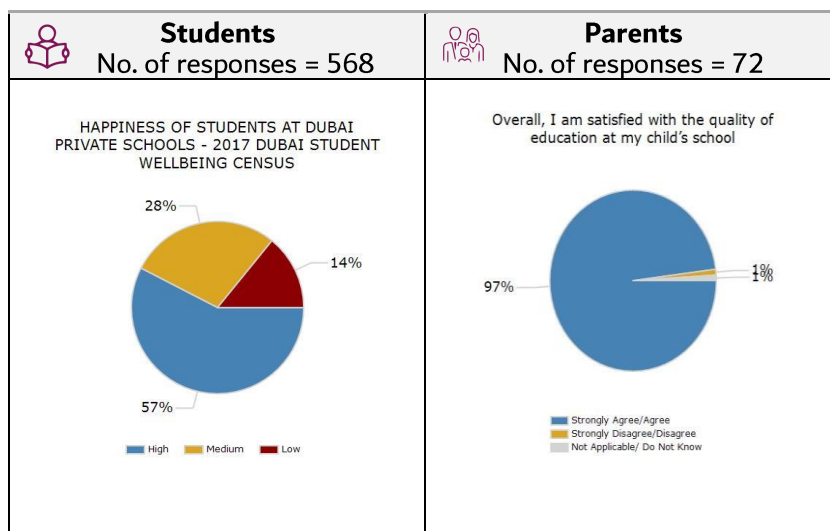|	
The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding

- Leaders present a clear vision for the school, which focuses on maintaining the highest possible standards. They support the UAE National Agenda. There is a systematic programme to develop middle leadership and to enhance the effectiveness of each department. New leaders of Islamic education and Arabic are being effectively supported, and outcomes in those subjects are improving.
- Senior leaders know the school well. They make highly effective use of data to monitor and analyse students' performance. There is a systematic process of monitoring learning. A comprehensive review process leads to a well-designed college improvement plan that is monitored effectively. Professional development is carefully targeted to have the maximum impact on learning and teaching. The recommendations from the previous report about teaching in Arabic have been addressed thoroughly and successfully.
- Parents are very positive about the school's role in their children's academic and personal development. Leaders value parents' views and encourage an active partnership in their children's education. Parents receive comprehensive information about all aspects of school life and how to help their children prepare for their next steps in education. Students benefit from numerous community links, educational visits and a wide variety of visiting speakers. They learn about the needs of others through supporting local and overseas charities.
- The school receives governance and support from both the GEMS organisation and the Local Advisory Board (LAB). The LAB brings representation from staff, parents and the community. Both groups know the school well. They are actively informed about its progress and involved in overseeing the college improvement plan. They bring expertise and advice and hold senior leaders to account.
- The school is managed very effectively on a day-to-day basis. It is staffed with a sufficient number of appropriately qualified teachers. Most teachers have a strong knowledge of their subject. The premises provide a suitable learning environment. Impressive learning resources across the school match the curriculum requirements. The school is well equipped with a range of technology to facilitate teaching.

For Development:
- Extend leadership capacity to develop support systems for students of determination.

Jumeirah College

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students\nNo. of responses = 568	Parents\nNo. of responses = 72

HAPPINESS OF STUDENTS AT DUBAI PRIVATE SCHOOLS - 2017 DUBAI STUDENT WELLBEING CENSUS

28%
14%
57%
High   Medium   Low

Overall, I am satisfied with the quality of education at my child's school

97%   1%
1%

Strongly Agree/Agree
Strongly Disagree/Disagree
Not Applicable/ Do Not Know

Students	• Students who responded to the survey are predominantly very positive about the school and about their lives in general. They are particularly confident about their engagement with school work. Almost all report positive connections with peers in school, with school staff and with parents and siblings.
Parents	• Parents who responded to the survey rate all aspects of the school very positively. All are happy or very happy with the education provided, and most also agree that the school provides value for money. They report that they are well informed about the school. Almost all say that their children work hard and are healthy and happy. They indicate that bullying is absent from the school. These findings concur with those of the inspection team.

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