

Inspection Report



Jumeirah College

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	13
How good are teaching and assessment?.....	14
How well does the curriculum meet the educational needs of all students?.....	15
How well does the school protect and support students?	16
How well does the school provide for students with special educational needs?	17
How good are the leadership and management of the school?	17
What are the views of the Principal, parents, teachers and students?.....	20
What happens next?.....	21
How to contact us.....	21

School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1999
Website	www.gemsjc.com
Telephone	04 3954950
Address	P O BOX 74856, DUBAI, U.A.E
Principal	Simon O'Connor
Language of instruction	English
Inspection dates	12 th – 15 th January 2015



Students

Gender of students	Boys and Girls
Age range	11 - 18
Grades or year groups	Years 7 – Year 13
Number of students on roll	1118
Number of children in FS1	0
Number of Emirati students	8
Number of students with SEN	78
Largest nationality group of students	British



Teachers / Support staff

Number of teachers	92
Largest nationality group of teachers	British
Number of teacher assistants	9
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	24%



Curriculum

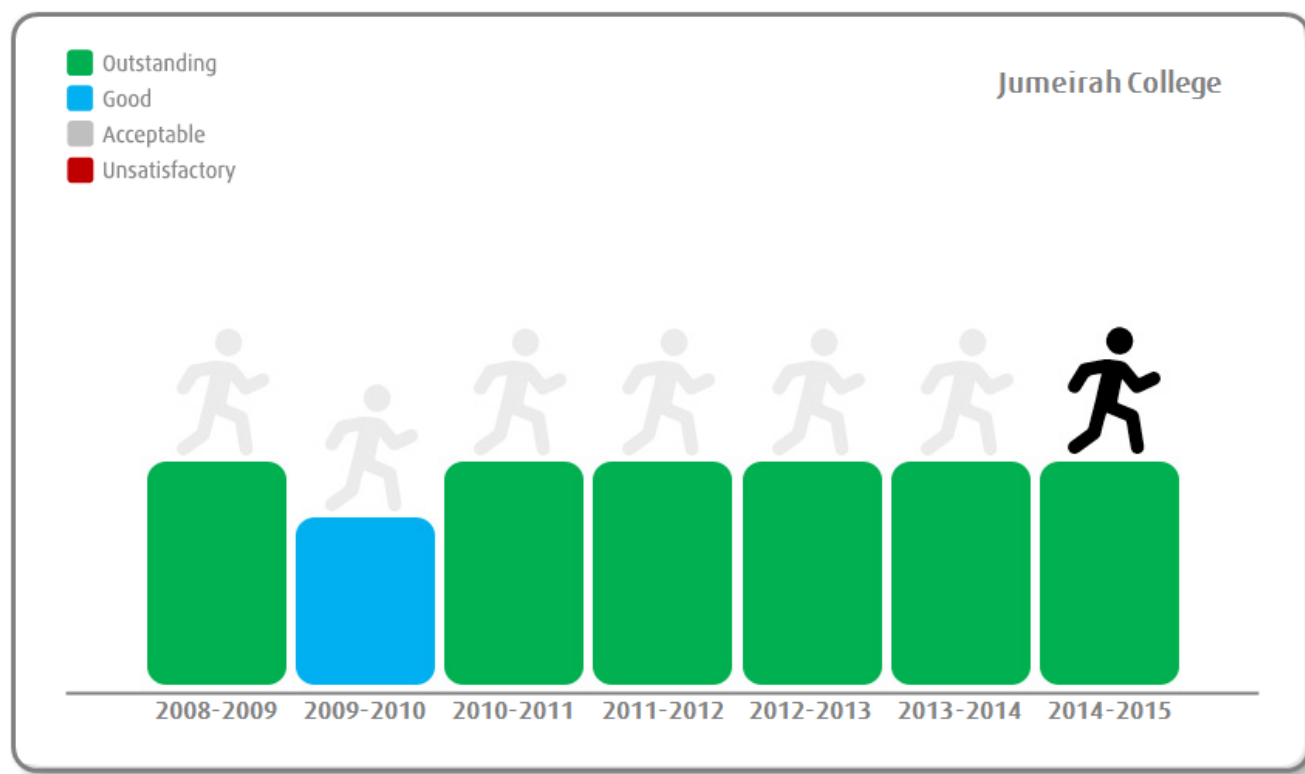
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	GCSE, AS, A Level
Accreditation	BSO, CIS



Dear Parents,

Jumeirah College was inspected by DSIB from 12th – 15th January 2015, and the overall quality of education provided by the school was found to be **Outstanding**

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



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

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in English, mathematics, and science were outstanding.
- Students' displayed mature attitudes to learning and had developed outstanding personal and social skills.
- The school's promotion of health and safety was outstanding and ensured that all students were safe and secure.
- Communication links between the school and parents were outstanding and supported students' learning.

Areas for improvement

- Improve students' attainment and progress in Islamic Education and Arabic by ensuring that teachers have high expectations of students, plan challenging tasks and align assessment procedures to appropriate curriculum standards
- Develop detailed individual education plans for students with special educational needs which reflect short term academic and personal development targets.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Jumeirah College



How well does the school perform overall?

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

- Attainment and progress in English, mathematics and science were outstanding across the school. As a result, almost all students had highly developed knowledge, understanding and skills in these subjects. Attainment in Islamic Education and Arabic was acceptable, although progress over time was generally good. Most students had outstanding learning skills and they routinely reflected on their own learning, co-operated well and shared ideas.
- Almost all students displayed mature interpersonal and social skills. They demonstrated strong self-reliance and flourished on critical feedback. Students had a clear understanding and appreciation of Islamic values, life in modern Dubai, and Emirati and wider cultures. Many students led and managed a range of activities which had a significant and positive impact on community relationships and environmental improvements.
- Highly skilled teaching in almost all subjects engaged students. Almost all teachers had secure subject knowledge, enthusiasm for their subjects and most, demonstrated competent and skillful questioning techniques, which had a powerful impact on learning and progress of students. Effective assessment procedures were in place and used consistently which helped teachers support students in making better progress.
- The curriculum was competently designed to give students the widest choice of subjects and activities which matched and met their needs and interests. Leaders regularly reviewed the curriculum to ensure continuity and progression with learning. Extensive enrichment and extra-curricular activities, including sport and the creative arts, supported the academic curriculum.
- The school had developed an outstanding culture of health and safety. Students were happy, felt safe, and warmly appreciated the environment in which they were being educated. The overall quality of support, care and advice given to students was outstanding and prepared them fully for the next stage of their education.
- Leadership at all levels carried out a range of evaluative activities to examine the impact of their work.
- The school was successful in the way it involved parents in their children's education. Effective communication links had been developed with them. Governors held senior staff accountable and supported the school to improve in almost all aspects of the work of the school. Nevertheless, there was still further improvement required with the educational provision of Islamic Education and Arabic language for students in the school.

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



- The academic and social progress made by students with special educational needs, was good overall, in some cases it was outstanding. Staff made effective use of test data to track the academic progress of individual students, which supported the next steps in their development.
- The curriculum was modified in a wide range of ways to meet the needs of individual students. This included support in the classroom, individual and group withdrawal sessions.
- Effective personalised support was provided for students with special educational needs as most staff were aware of their learning needs and committed to their development. Outstanding relationships between staff and students helped to support student confidence as well as their overall development.

1. How good are the students' attainment, progress and learning skills?

		Secondary	Post-16
 Islamic Education	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Acceptable	Not Applicable
	Progress	Good	Not Applicable
 Arabic as an Additional Language	Attainment	Acceptable	Not Applicable
	Progress	Acceptable	Not Applicable
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Secondary	Post-16
Learning skills		Outstanding	Outstanding

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding


4. How well does the curriculum meet the educational needs of all students?

	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding

5. How well does the school protect and support students?

	Secondary	Post-16
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

6. How good are the leadership and management of the school?

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

Overall school judgement

Outstanding

Key strengths


- Students' attainment and progress in English, mathematics, and science were outstanding.
- Students demonstrated well-developed personal and social skills including mature and positive attitudes to learning and effective relationships with others.
- Teaching in almost all subjects was outstanding.
- The school's successful promotion of safe and healthy lifestyles contributed towards the outstanding care and support for students.
- Communication links between the school and parents were outstanding and fully supported the continued journey of each student's development and personalised learning.
- The leadership team's commitment to high quality education was outstanding. Leaders' skills in building and maintaining a strong staff team with effective communications ensured capacity for future improvement.

Changes since the last inspection

- In Post-16, students' progress in Islamic Education had declined to acceptable.
- Governance of the school had declined to good, reflecting the school's ongoing challenges in improving the provision of Islamic Education and Arabic.

Recommendations

- Improve students' attainment and progress in Islamic Education and Arabic by ensuring that:
 - all teachers set high expectations for students by planning challenging tasks
 - assessments are aligned to appropriate curriculum standards so that test results give a clear view of students' progress and attainment
 - all leaders, including the governing body, verify the rate of progress made in each subject against rigorous teaching and learning targets in the school development plan.
- Develop individual education plans for students with special educational needs which complement the school's learner profiles and ensure that:
 - students' starting points are clear to all teachers
 - plans include short term, measurable targets appropriate to the individual's needs
 - teachers track the progress of students more effectively.


 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Acceptable	Acceptable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students understanding of Islamic historical events, and concepts, were in line with age-expectations. Although, the recitation skills of the Holy Qur'an were underdeveloped for most students, progress was good because students had developed an awareness and understanding of aspects, such as the story of Prophet Musa.
- The listening and speaking skills of most students in Arabic, as first language, were in line with expectations. Students' ability to read extended texts with understanding was more limited to more familiar texts. Students' writing skills were improving steadily, and most students were increasingly able to demonstrate some independence in free writing, albeit with frequent spelling and syntax errors.
- In Arabic, as additional language, the listening and speaking skills of most students were in line with expectations and only within familiar contexts. Most students could pronounce words with accuracy and with phrases they had learned. However, decoding skills, and reading aloud to groups and whole class, were not developing as rapidly.
- Most students made outstanding progress and reached high standards in English. This was evident in their examination results and in the high quality of their work produced during lessons. Students contributed confidently to discussions, expressing themselves articulately and with sophisticated vocabulary. Their written work showed flair, often creative and with accurate spelling, punctuation and sentence structure.
- In mathematics, most students consistently attained levels that were above UK curriculum expectations. Students understood the importance of correct presentation. Numerical skills and data handling for most students were well developed.
- In science, almost all students demonstrated outstanding levels of scientific knowledge and conceptual understanding that were well above expected curriculum and international standards. Most students made outstanding progress with their understanding and application of the connections between the single sciences of biology, chemistry and physics.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students demonstrated age-appropriate knowledge of Islamic concepts and the history of Islam, such as the story of Maryam in the Holy Qur'an. Progress was acceptable overall, when measured against student starting points. However, only a few students showed skills and application of critical thinking in class.
- In English, students made rapid progress and their overall attainment was well above average. They gained excellent insights and appreciation of a wide range of literary genre. For example, they demonstrated an outstanding level of analytical literary skill when describing the context, language and structures used by Sylvia Plath and other poets to influence and engage the reader.
- In mathematics, almost all students had confident algebraic and numerical skills. They could apply their knowledge to a variety of complex examination-style questions. Almost all students made outstanding progress in all skills and knowledge over time.
- Attainment in all A-Level science subjects was well above average. Almost all students made outstanding progress by extending their critical thinking and problem-solving skills and acquiring deeper knowledge and understanding of scientific concepts.

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Almost all students displayed outstanding learning skills. They were highly enthusiastic about their studies and reflected maturely on their own progress. In consultation with their teachers, they devised ways to improve their learning, routinely taking responsibility for checking and the personal adjustment of their next steps in learning.
- Most students were highly confident when interacting with their peers. They offered insightful ideas, respected alternative suggestions and knew the importance of reaching a consensus.
- Students were adept and skillful in making connections between their studies and the world outside school. In science, for example, students explored the impact of hard water in daily life and could apply equations learned in mathematics during science investigations.
- Almost all students used technology to support their learning as a research tool and to edit their work. Critical thinking skills were highly developed in most subjects. For example, Year 8 students debated the advantages and disadvantages of performing, 'The Tempest' by William Shakespeare, on stage or by recording a film version.

2. How good is the students' personal and social development?

	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students had developed very positive attitudes to their learning, displayed strong self-reliance and thrived on critical feedback from their peers and teachers. Behaviour was exemplary. Students interacted with their peers, teachers and other adults in a mature and responsible manner. Relationships between students and teachers were extremely positive and helped to create a relaxed but purposeful learning environment. Almost all students were able to make wise choices about healthy lifestyles and their own personal well-being. Attendance was good, as was punctuality to lessons. 		
	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Almost all students were fully appreciative of the basic values of Islam and respected the impact of these values on life in Dubai. Students' understanding and awareness of Emirati heritage and culture were outstanding. They were able to provide insightful examples of how Dubai had developed over time as well as the importance of future plans for the economy and its cultural development. Almost all students demonstrated significant awareness of world cultures, acquired through a wide range of activities such as International day, Model United Nations and Face to Faith. This awareness was heightened further as the school provided the opportunity for students to extend their global awareness by joining international visits to Nepal, India, Kenya and Cambodia. 		
	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students were proactive and made a significant impact on a range of community initiatives being undertaken in the school. A significant number of students were highly motivated to arrange and organise voluntary and charitable activities, such as visits to help in the Dubai Centre for Special Needs. Almost all students had an excellent attitude towards their work. They planned and promoted projects through assemblies and meetings and were successful in changing some of the college's practices. Various committees such as, the 'Green Team' and 'Dubai Cares' were arranged and organised by students to provide on-line advice and initiatives to clean up the environment, recycle waste and cut down on the college's energy consumption. 		

3. How good are teaching and assessment?

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
<ul style="list-style-type: none"> Teachers had very secure subject knowledge, enthusiasm and insight into how to adapt their teaching to the preferred ways of learning in their classes. These factors underpinned the high quality of teaching in almost all subjects. Lessons in most subjects were extremely well structured, providing opportunities for individual, paired and group interaction. Lessons moved at an appropriate pace, rapidly at times, but balanced by opportunities for students' discussion and reflection. Resources were used highly effectively to support learning. For example, students' understanding of how to test for hydrogen was greatly enhanced through practical investigations. In Islamic Education and Arabic, the use of time and resources was not consistently effective to support learning for most students. Across the school, students were treated as mature individuals, and they responded appropriately. They were confident that their ideas would be listened to and would risk making mistakes to extend their learning. In most subjects, skillful questioning by teachers not only derived on what students already knew but deepened their understanding, and sustained their engagement. Almost all teachers were adept at devising strategies that appealed to students with different levels of ability and confidence. In English and science, for example, tasks were often open-ended, giving opportunities for the most-able and confident students to excel. Where students found it difficult to develop their understanding through listening and reading, teachers often provided diagrams, pictures or video clips to enable them to do so. A strong feature of almost all lessons was the promotion of critical thinking. Students were routinely invited to offer their own opinions and not simply to accept primary evidence. They were frequently set group tasks which required independent research and involved offering personal but informed opinions. Teachers effectively encouraged students to develop a specific set of learning skills. In the Sixth Form, for example, students were introduced to a 'learning ladder' to help support their independent studies. Teaching in Arabic, as a first language, was less effective than in most subjects. Teachers in this subject did not always have high expectations of what students could achieve in lessons. 		

	Secondary	Post-16
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had a rigorous internal assessment system aligned with the United Kingdom curriculum standards. Teachers used a wide range of assessment techniques effectively and efficiently. In Islamic Education and Arabic, assessment did not result in a clear picture of students' knowledge, understanding and skills against appropriate curriculum levels. Staff carefully analysed external UK examination results data and used international benchmarking information to inform teaching and future curriculum development. All subject departments carried out detailed data analysis of internal tests. Almost all of this evaluation was used to ensure that there was a positive impact on the quality of teaching and student progress. Almost all teachers used test results effectively to address the individual learning needs of students. They encouraged students to be self-reflective about their work and progress. Well-structured self and peer assessment was an integral part of all lessons. 		

- Teachers had detailed knowledge of the students' strengths and weaknesses. An outstanding range of assessment techniques and assessment data was used to provide challenge, support feedback and present follow-up for students in most subjects.

4. How well does the curriculum meet the educational needs of all students?

	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding
<ul style="list-style-type: none"> • The school curriculum was based on appropriate aims to ensure it met the needs of all students. It offered an extensive breadth of opportunities that successfully matched the needs of students to their interests and appropriate academic options. • The curriculum was well-planned to ensure continuity in student learning. Subject leaders had developed programmes which assisted students to make progress and yet could be flexibly delivered to suit their personal learning needs. • The school offered a wide range of interesting and innovative activities in almost all subjects. A breadth of inspirational tasks, educational visits and, the application of learning to real life contexts, complemented these activities. • Students had numerous opportunities to develop their learning by making links across different subject areas. This was evident, for example, in the science and design technology departments who combined their skills and resources to launch the, 'Crest Awards' scheme. • Regular review and development of the curriculum had led leaders to develop the, 'Jumeirah College Skill Set' that linked subjects and highlighted thinking skills in Years 7 to 9. Senior and middle leaders had responded to changing national examination requirements as well as international comparisons, to ensure that learning continued to meet the individual needs of almost all students. • The school based Arabic, as a first language programme and based on the Ministry of Education curriculum guidelines, included most key aspects. However, it omitted some important aspects of grammar, literature and extended writing. 		

	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding
<ul style="list-style-type: none"> • Within the overall aim to achieve the very highest standards and performances, senior leaders successfully designed curriculum options to meet the needs of almost all groups of students. The curriculum was modified to take into account trends in tests and external examination and to ensure that there was progression between phases and on to higher education. • Curriculum options had been devised taking into account student popularity and requests and were sufficiently flexible to support them with the informed design of their own timetables. • The school offered over 60 different extra-curricular activities each term to enhance the diversity of learning in lessons. Many of these included activities off the campus, further enhancing positive community links. 		

5. How well does the school protect and support students?

	Secondary	Post-16
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> The school had comprehensive and appropriate policies relating to safe recruitment and child protection. All staff were trained and fully aware of child protection procedures. Students were comfortable in the knowledge that they could discuss any sensitive issue with a member of staff when the need arose. Security of the premises was controlled efficiently and risk was well managed at all levels to ensure that the environment was secure and safe. School transport systems complied with all regulations, and the departure of students at the end of the school day was controlled and orderly. The school buildings and grounds were maintained to a high standard, providing an environment highly conducive to learning. Certification relating to aspects of health and safety was up-to-date and procedures for fire evacuation, and possible lockdown, were tried and tested on a regular basis. Facilities for dealing with medical issues were exemplary with qualified medical staff competent in dealing with issues of a medical nature. The school premises met the needs of all students in and out of the classroom. Healthy living was a fundamental part of school life. There were plentiful opportunities for participation in physical activities, a canteen that promoted a healthy diet and informational posters around the school that raised awareness of how to maintain a healthy lifestyle and personal well-being. 		

	Secondary	Post-16
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> Very positive relationships existed between the staff and students. Any behaviour management issues presented were dealt with immediately and with positive reinforcement for learning. Attendance and punctuality were recorded electronically, and this data was used efficiently by staff to alert them to any recurrent problems. Attendance on school transport was secure with an efficient electronic system to support precision. Identification of students with special educational needs was secure and supported by effective links with associated primary schools, together with the use of a range of screening tests. A well-resourced facility was used effectively by qualified staff to provide the necessary support required by students with special educational needs. Students were comfortable in asking for advice and confided with individual staff, form tutors or the school counsellor. A full time careers officer, combined with an informative custom-made website, was highly effective in preparing students for the next stage of their education. 		

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


	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> • Management of the support-for-learning department was effective. The recently appointed special educational needs coordinator had started to make changes that were having an impact on student learning. Working with colleagues, they had identified key areas for improvement. • Students were identified either at the feeder Primary School or on entry into the school. Thereafter, a referral system used by all staff alerted the specialist leaders to any individual student who had emerging difficulties. • Staff modified the curriculum successfully in a number of ways to meet the needs of the individual. These modifications included one-to-one support sessions, group withdrawal sessions and adapted teaching styles to ensure that all learners had full access to the curriculum. • Parental partnership and communication were strong features of the support process. Parents appreciated the regular feedback from the department and valued the ease of access to the relevant member of staff who dealt with their children. • The progress made by the students both academically and socially was good. Effective use was made of attainment data to track students' academic progress over longer periods of time. However, individual education plans were not sufficiently focused to allow tracking of progress against short term targets. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Principal had instituted a comprehensive review of the school's vision which included all stakeholders and which was well understood in the school and by parents. • The Principal distributed leadership responsibilities widely to his extended senior leadership team and to staff at other levels. The senior team monitored closely how staff carried out their defined roles and provided support as necessary. • There was a strong sense of teamwork amongst all staff. Relationships were professional and effective in almost all respects, and helped to maintain the high standards of the school's work. Staff communicated with each other in a range of ways to support each other and share best practice. • Almost all leaders had a highly developed capacity to be innovative in taking the school forward to the next stages of its development. • Working together with the senior leadership team, staff had been successful in maintaining many outstanding features of the school's work. Senior leaders were providing additional support to some departments to improve learning outcomes for students. 	

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • Self-evaluation processes were rigorous and embedded in the whole school planning from department level upwards. Data was used effectively to identify strengths accurately and areas for development. Each department underwent a one week comprehensive scrutiny by the leadership team on all aspects of its work. • Every teacher had been set improvement targets to increase the quality of their teaching and the learning outcomes for their students. Also included, was support for their career and leadership development. Staff, whose teaching was judged less than good, were given the additional support required to improve. • The college development plan set out a range of challenging targets for key indicators of the school's performance. Each project was planned well and senior staff carefully monitored progress in implementing the projects. • Staff had been successful in ensuring high quality teaching was consistent across almost all subjects. The range of teaching approaches in Islamic Education, Arabic as a first and additional language, were broadening. However, teacher expectations and challenge for students had not improved sufficiently in these subjects. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • The school had developed a wide range of helpful links with parents. For example, parents came to the school to give students' careers advice. Parents were appreciative of the wide range of meetings which informed them about the curriculum and how to help children in their learning and personal development. • Communication was a major strength of the school. Communicator software allowed parents to customise the system for e-notices so that they received relevant information. Regular newsletters kept parents up-to-date about developments and parents could go online to access information about their children's curriculum. A 'parent liaison executive' effectively coordinated all aspects of communications and school reporting. • Parents received three helpful reports each year on their children's progress. These reports clearly set out next steps for each student's learning needs. • The school and community benefited from an extensive range of partnerships which enhanced students' learning and development. 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> • Governors organised regular parent surveys to gather views and where necessary took action. Overall, the Governing Body had a comprehensive knowledge of the school and the quality of its work. • The Governors including those for finance, education and line management, held senior leadership accountable for the school's performance and quality. • Governors had a constructive influence on the school and had ensured that statutory requirements were met. However, leaders had not been fully successful in improving the quality of teaching in Islamic Education and Arabic as a first language and an additional language. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • Staff carried out the day-to-day running of the school effectively and efficiently. • Teachers benefited from focused professional development and training activities. Deployment almost always ensured continuity in students' learning. • The school premises were of high quality and included a wide range of specialist facilities. Staff made effective use of some off-site specialist areas for sports activities. • The library was well stocked and teachers used a wide range of learning resources, including learning technologies to support their work. 	

What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	68	8%
	Last year	239	28%
 Teachers	52		58%
 Students	50		8%

- A majority of teachers, but only a few students and parents, responded to the survey.
- Almost all who responded were satisfied with the quality of education available. Parents were pleased with the quality of teaching and the learning skills which their children were acquiring.
- Almost all felt that their children were making good progress in English, mathematics and science. Most thought this also of Islamic Education and Arabic.
- Almost all parents and students had positive views about the quality of the school's curriculum, including the number of subjects and activities on offer.
- Parents thought that their children were safe in the school, and that staff dealt effectively with bullying.
- Parents had positive views about leadership and communication. Only a half felt that fee increases had contributed to improving the school facilities and their children's learning experiences.
- Students had positive views about most aspects of the school. They felt that they were making good progress in English, mathematics and science. Views on progress in Islamic Education and Arabic were less positive.
- Most students thought that teachers were skilled, well-qualified, and helped them to improve their work.
- Students felt that they were treated fairly and were well-looked-after and safe at school. Most thought that staff listened to and acted upon their views.
- Almost all staff thought that the school was well-led and that the school listened to them and acted upon their views.
- Staff felt that they were included in the process of school self-evaluation and improvement. They appreciated regular feedback on the quality of their work from their line managers.

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

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

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