



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

NORTH LONDON COLLEGIATE SCHOOL MIDDLE EAST L.L.C - FZ

IB

VERY GOOD

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Inspection Dates
19 - 23 February 2024

Principal
Jonathan Spencer Locke

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1581
Students

54
Emirati Students

53
Students of Determination

182
Teachers

40
Teaching Assistants

4
Guidance counsellors

OVERALL SCHOOL PERFORMANCE

VERY GOOD

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Students' attitudes, behaviour and relationships and their proactive support for the school and community
- The IB curriculum and the extensive extra-curricular provision
- The ethos of care, courtesy and consideration and the leadership of inclusion and wellbeing

POINTS TO IMPROVE

- Raise attainment and progress in Islamic education and Arabic
- Ensure greater consistency and challenge in teaching
- Improve the effectiveness of middle leaders and development planning
- Promote a culture of health and safety across the whole school community

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **VERY GOOD**



Leaders are actively committed to optimising the well-being of staff, students and parents. Student well-being is systematically monitored using documents, data, and protocols, with interventions adapted based on impact assessments. The well-being committee liaises with class ambassadors and provides an effective student listening service. Extensive extra-curricular activities promote community involvement and leadership opportunities.

STUDENTS' ACHIEVEMENTS

Student attainment is exceptional across English, mathematics and science but progress is not so strong especially for the highest attainers. Attainment and progress are generally acceptable in Islamic education and Arabic as reported last year. In the kindergarten (KG), children's attainment and progress are very good. Students are effective communicators, and they collaborate purposefully and enthusiastically. Interactions are positive. Learning skills are better developed in the Diploma Programme (DP).

	ENGLISH		MATHS		SCIENCE	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	VERY GOOD	VERY GOOD	VERY GOOD	VERY GOOD	VERY GOOD	VERY GOOD
PYP	VERY GOOD	VERY GOOD	OUTSTANDING	VERY GOOD	OUTSTANDING	VERY GOOD
MYP	OUTSTANDING	VERY GOOD	OUTSTANDING	VERY GOOD	OUTSTANDING	VERY GOOD
DP	OUTSTANDING	OUTSTANDING	OUTSTANDING	VERY GOOD	OUTSTANDING	VERY GOOD

	ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
PYP	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	GOOD	ACCEPTABLE	GOOD
MYP	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
DP	ACCEPTABLE	ACCEPTABLE	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	ACCEPTABLE

LEARNING SKILLS

KG	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	OUTSTANDING



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students enjoy school and conduct themselves with maturity. They are courteous and cooperative, take responsibility for their learning and make healthy lifestyle choices, including healthy food and physical activity. Students demonstrate a clear understanding of Islamic values and appreciate how they are reflected in UAE society. Students demonstrate a strong sense of social responsibility, but enterprise and entrepreneurship are less evident.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
KG	VERY GOOD	OUTSTANDING
PYP	VERY GOOD	OUTSTANDING
MYP	VERY GOOD	OUTSTANDING
DP	OUTSTANDING	OUTSTANDING

PROVISION FOR LEARNERS

Teachers have a solid grasp of their subject matter and engage in detailed lesson planning, often using questions to encourage deep thinking and reflection among students. Despite this, the approach to teaching can be inconsistent, with all students sometimes receiving identical assignments regardless of their individual learning levels.

The curriculum is thoughtfully designed around the International Baccalaureate framework, offering a stimulating and cohesive educational experience. It is regularly updated and provides a broad selection of courses. However, the adaptation of the curriculum to accommodate the diverse abilities within the classroom is not uniform.

The school is committed to the safety and well-being of its students, with effective child protection and safeguarding procedures in place. Staff are well-trained to understand their safeguarding responsibilities, although the rigor of safety checks could be enhanced. The school's ethos is built around the values of care, courtesy, and consideration, creating a supportive community.

	TEACHING		ASSESSMENT		CURRICULUM DESIGN	
	KG	VERY GOOD	KG	VERY GOOD	KG	OUTSTANDING
	PYP	VERY GOOD	PYP	VERY GOOD	PYP	OUTSTANDING
	MYP	VERY GOOD	MYP	VERY GOOD	MYP	OUTSTANDING
DP	VERY GOOD	DP	OUTSTANDING	DP	OUTSTANDING	

	CURRICULUM ADAPTATION		HEALTH & SAFETY		CARE & SUPPORT	
	KG	OUTSTANDING	KG	VERY GOOD	KG	OUTSTANDING
	PYP	OUTSTANDING	PYP	VERY GOOD	PYP	OUTSTANDING
	MYP	OUTSTANDING	MYP	VERY GOOD	MYP	OUTSTANDING
DP	OUTSTANDING	DP	VERY GOOD	DP	OUTSTANDING	

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **VERY GOOD**

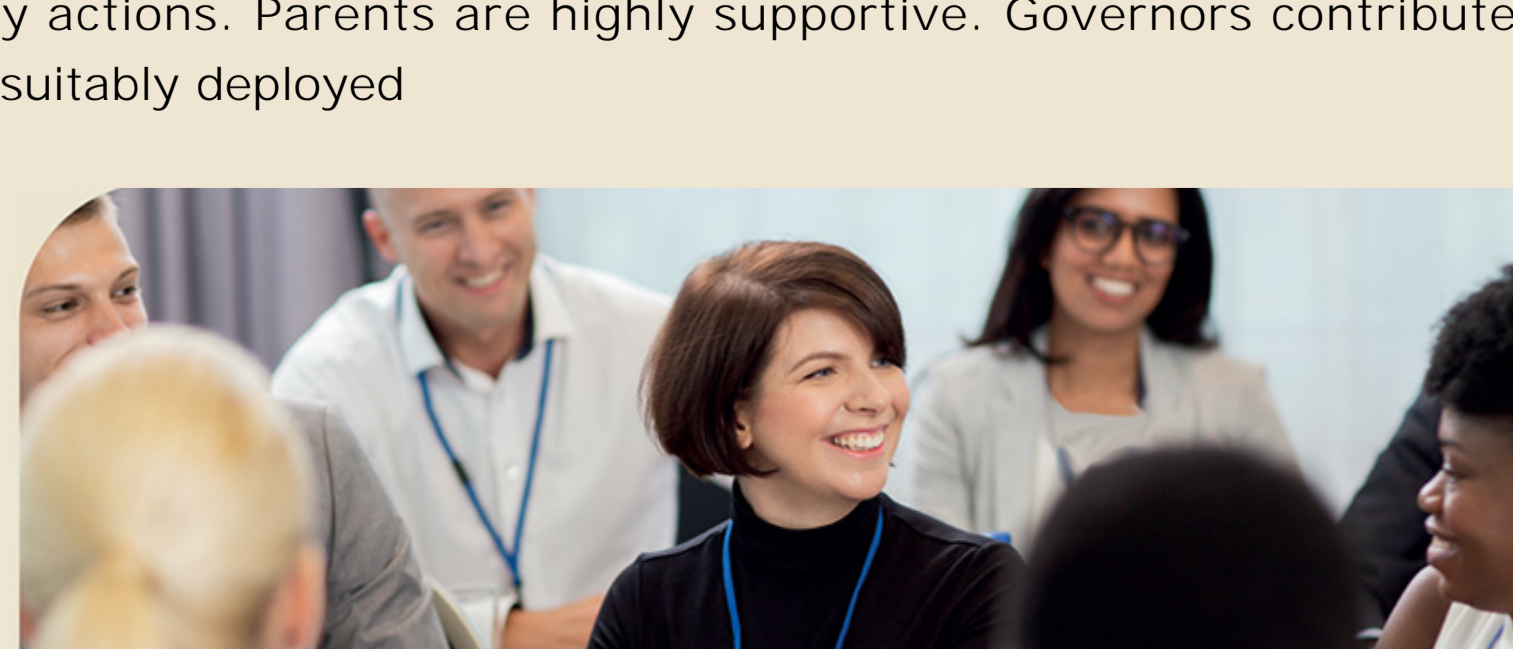
Inclusion leaders demonstrate a strong commitment to promoting inclusivity. The school's identification procedures effectively pinpoint learning barriers utilising internal and external specialists. Inclusion staff understand student needs and provide diverse classroom support strategies, while well-structured IEPs set challenging targets. Classroom support is not always tailored well to support the progress of these students in classrooms.



LEADERSHIP AND MANAGEMENT

The quality of leadership is inconsistent. Leaders understand the school's strengths and weaknesses, but their self-evaluation is too generous. There is a robust focus on academic and personal performance supported by the IB curriculum. School development plans include too many actions. Parents are highly supportive. Governors contribute considerably to the performance of the school. Staff are suitably deployed

THE EFFECTIVENESS OF LEADERSHIP	VERY GOOD
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	VERY GOOD
PARENTS AND THE COMMUNITY	OUTSTANDING
GOVERNANCE	VERY GOOD
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	OUTSTANDING



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