

INSPECTION REPORT

Jumeirah College

Report published in April 2014

GENERAL INFORMATION ABOUT Jumeirah College

Location	Al Safa
Type of school	Private
Website	www.gemsjc.com
Telephone	04 3954950
Address	P O BOX 74856, DUBAI, U.A.E
Principal	Simon O'Connor
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	11-18
Attendance	Good
Number of students on roll	1094
Largest nationality group of Students	UK plus 56 other nationalities
Number of Emirati students	3
Date of the inspection	11th November to 14th November

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The context of the school

Jumeirah College is located in Al Safa. There were 1,100 students on roll, aged from 12 to 18 years. There were around 56 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 93 teachers, including the principal and senior leaders, and nine teaching assistants. The principal joined the school in September 2013. All teachers had appropriate qualifications. Three students were Emiratis. The school had identified 110 students who received support for a special educational need.

Overall school performance 2013-2014

Outstanding

Key strengths

- Excellent results in external examinations;
- Students' attitudes to learning and their highly developed learning skills;
- The students' maturity of relationships and their high quality of behaviour;
- High quality teaching in almost all subjects;
- The richness of academic choices and opportunities for extra-curricular activities;
- Committed, reflective and challenging leadership at all levels.

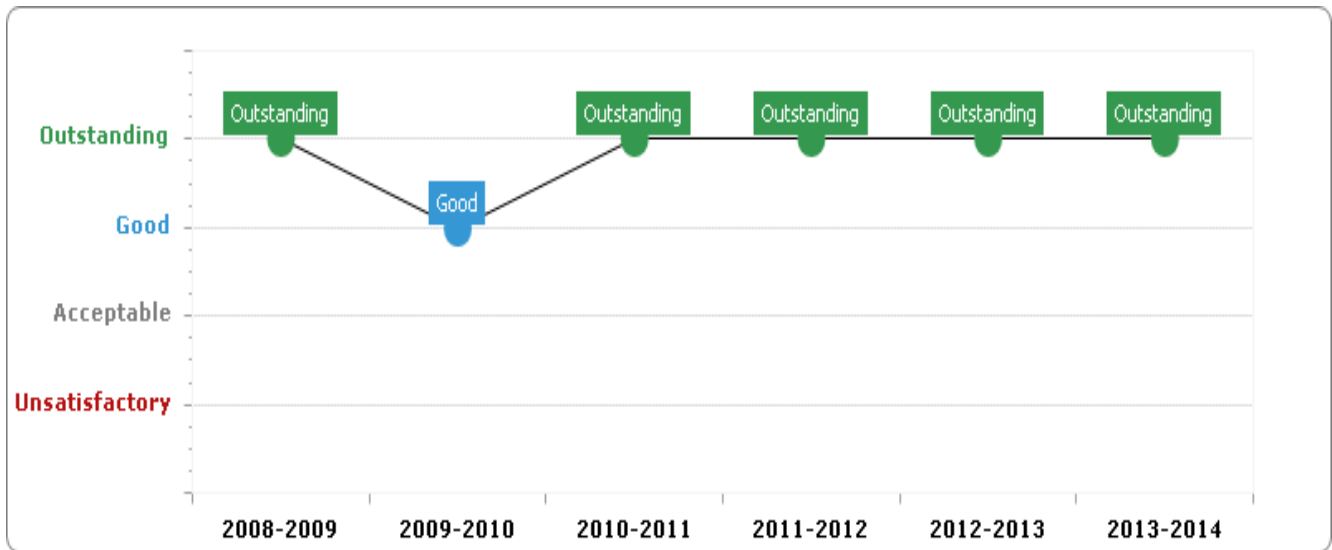
Recommendations

- Extend the use of appropriate teaching strategies in Arabic and Islamic Education;
- Take steps to raise the quality of all teaching and assessment to the level of the best.

Progress since the last inspection

The sustained outstanding provision and outcomes against almost all quality indicators.

Trend of overall performance



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

	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](#)

	Secondary	Post-16
Quality of students' learning skills	Outstanding	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

[Read paragraph](#)

How good are teaching and assessment?

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

[Read paragraph](#)

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

[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
Parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Outstanding

[Read paragraph](#)

How good are the students' attainment and progress?

Attainment was outstanding in English, mathematics and science in both the secondary and post-16 phases of the school as a result of students' commitment to learning, high quality teaching and rigorous assessment. Almost all students were highly proficient in mathematics and demonstrated an ability to grasp mathematical concepts quickly. They had very good computational skills and could relate their mathematics theory to real life applications. In English almost all students had outstanding communication skills. In science, students developed scientific skills and knowledge that were above international standards as measured by international examinations. Students' presentations confirmed their strong grasp of scientific principles and their application. Attainment in Islamic Education and Arabic was acceptable as most students demonstrated knowledge, skills and understanding in line with curriculum expectations. 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 in developing their knowledge of concepts such as Islam's view on Hypocrisy and the Day of Judgment. Progress in developing recitation skills was slower. In Arabic as a first language, the majority of students were making good progress in improving their listening and speaking skills. Progress in developing reading and writing, however, was slower. In Arabic as an additional language, most students were making acceptable progress in acquiring listening and speaking skills and they were becoming familiar with more words and simple phrases. Progress in English was outstanding because of the many opportunities for high level discussion and the strong expectations for writing quality and textual interpretation. In mathematics students in the lower years of the secondary section made outstanding progress, almost all achieved their targets and most exceeded them. Senior students developed their understanding effectively and almost all exceeded their target grades. Progress in science was outstanding throughout the school. Exceptional progress was made in all sciences at Key Stage 4 and especially by less able students taking core science. Students' progress from GCSE to the end of A level was outstanding because their very high GCSE attainment levels were sustained.

[View judgements](#)

Quality of students' learning skills

Learning was outstanding in both the secondary and post-16 phases. Students were enthusiastic and driven to succeed. They worked exceptionally well on their own and developed highly tuned research and creative thinking skills, which prepared them very well for further study and future employment. Students often worked together to investigate or solve problems and they challenged and supported each other, for example through regular peer feedback, which is clearly articulated and well received. Students proactively took control of their own learning and were effective participants in a wide range of situations. They took risks in their learning and felt supported to do this because of the exceptionally positive relationships they shared with teachers and peers alike. Students used ICT very well in their everyday learning, often to research or present information and blogs to record their learning.

[View judgements](#)

How good is the students' personal and social development?

Behaviour throughout the school was exemplary. Independence and a strong sense of personal responsibility permeated all years. Students consistently showed a high level of self-discipline. Relationships with peers and staff were extremely strong. The promotion of healthy lifestyles was evident and readily adopted by students. Attendance was good and students arrived punctually. Throughout the school there was a great awareness of, and respect, for Islamic values. Students had a good knowledge of Dubai and were extremely positive about the benefits of living here. The students understood and enjoyed the diversity of cultures in Dubai. There was a good awareness of environmental issues and all students actively supported initiatives to address these, both in the school and beyond. Students were equally appreciative of the importance of environmental sustainability. They had a very well developed work ethic and took great pride in producing work to the best of their abilities. Through access to challenging activities, such as the International Award and visits to other countries, students were improving themselves and making a valuable contribution to the wider community. Through a range of activities students supported many charities. Within the school students took their representation on the various committees seriously and exercised their voice to influence and shape future developments.

[View judgements](#)

How good are teaching and assessment?

Teaching was outstanding in both the secondary and post-16 phases. Teachers had excellent rapport and working relationships with students. They set high expectations and had excellent subject knowledge, which they used exceptionally well to inspire and challenge all students. Teachers planned lessons to meet the needs of a wide range of abilities, including those students who were gifted and talented and students with special educational needs. They facilitated learning very well by using a wide and varied range of highly effective teaching strategies to engage students through both group activities and independent tasks. Teachers' had developed very good questioning skills, which they used to encourage students to extend their thinking and make connections between different subjects. Students were often masters of their own learning. They investigated and interrogated information and then used this to present their findings to their peers. As a result, students thoroughly enjoyed learning, made outstanding progress and attained exceptionally well in almost all subjects.

However, occasionally in a few subjects teaching was less effective. Generally, this was when the level of challenge was insufficient, and when teachers relied on textbooks or spent too much time talking. As a result, students showed less interest. Some Arabic lessons were not as strong because second language teaching strategies were not well developed and the quality of activities were weaker and not effectively linked together.

Teachers knew their students as individual learners. Assessment systems and processes were strong and used very well by most teachers to ensure that almost all lessons were well planned to meet the needs of students. Teachers had the confidence to flex their plans as required to meet fully, students' developing needs during lessons and as a result progress was often outstanding. Teachers created opportunities for students to assess each other's work very effectively and provide detailed feedback. This approach was complemented by the high quality of marking and oral guidance given by teachers and the students' own assessments of their performance. As a result students knew exactly what their targets were and what they needed to do to achieve these.

[View judgements](#)

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

The quality of the curriculum was outstanding. The starting point for curriculum planning was the end point of a student's career, Year 13, and this ensured that there was good progression between key stages. There were good links with the main feeder primary school that enabled effective progression on student transfer. All Year 10 students were involved in a week of work experience and post-16 students were well prepared for university applications. The curriculum was regularly reviewed to meet student needs and preferences. Effective curriculum mapping enabled themes to be jointly planned such as the historical topic in art, English and drama. The curriculum was enriched by a wide range of extra-curricular courses and an excellent programme of both local and international visits. A shining example of the richness of the extra-curricular programme was the link with the local community that enabled young people with special needs from a support organisation to take part in work experience based at the school. This was typical of the outstanding provision of stimulating and engaging opportunities for all groups of students. The curriculum was challenging for the more able and accessible to the less able, including those with special needs, because of the wide range of teaching strategies employed which were focused on high quality student learning. The few students that were withdrawn were usually withdrawn from French or Spanish lessons in Years 7 to 9. An option was available to attend support sessions on literacy and numeracy during form time. The school made it possible for reduced options at GCSE and in key skills examinations. The curriculum choices available to students were outstanding with thirty subjects offered at both GCSE and advanced level. Students, however, are not compelled to take a modern foreign language after the end of Year 9. There was outstanding curriculum provision in addition to timetabled lessons to meet students' needs and interests.

[View judgements](#)

How well does the school protect and support students?

The school made outstanding provision for the health, safety and security of students. The buildings were very well maintained and secure, with robust systems for access. Procedures for evacuation and lock-down were comprehensive. Arrangements for student transport were detailed and effective, with the condition of buses regularly checked. Excursions and visits were subject to rigorous safety requirements. Medical facilities were of high quality. The full-time nurse worked closely with staff to ensure that they were fully aware of a range of medical conditions. Procedures for handling medication and for record keeping were extremely thorough. Students were regularly reminded of recommendations for healthy living and healthy eating. The school canteen offered a good range of choices. The detailed policy for child protection had

been thoroughly disseminated. Staff knew how to respond appropriately to any concerns. Good procedures on internet safety and to counteract cyber-bullying were in place.

Support for students was outstanding. Relationships between staff and students were mature and mutually respectful. Form tutors offered students a first point of contact if they had worries or concerns. The school counsellor worked sensitively and effectively to allay anxieties and to help with individual issues. Behaviour was exemplary. Sanctions were clearly expressed and understood, but rarely needed. Pupils with special learning needs or exceptional talents were very well supported. Most of the former were able to make good progress with minimum assistance through stimulating and motivating teaching, but some had regular additional input. The school offered extensive guidance on careers and university choices.

[View judgements](#)

How good are the leadership and management of the school?

The quality of leadership was outstanding. Led by a new principal from September 2013, the senior team worked highly effectively to support all aspects of the management of the school. Leaders in all areas were equally effective, committed to the school's vision of excellence in teaching and learning and ensuring each student's potential was developed to the highest level. Management and communication structures were clear and were carefully monitored to ensure effectiveness.

Self-evaluation and improvement planning was outstanding. Leaders at all level were committed to robust, frank and reflective analysis to ensure that detailed plans were in place to ensure effective improvement. The tracking of students' progress was outstanding and, most notably, students confirmed in all discussions that they were very aware of how well they were progressing and appreciated the support to help them make the most of their abilities. The school continued to address the recommendations from the previous inspection report and as a result, students' attainment and progress in Islamic Education and Arabic were more consistent and the active learning strategies which had been adopted in the early years of the secondary phase had led to more dynamic lessons and more effective learning. The monitoring and evaluating of teaching and learning was outstanding and, complemented by the professional development programme, led to most teachers being outstanding practitioners in the classroom.

The partnership and communication with parents was outstanding. Parents highly valued the regularity and clarity of communication about their children's academic progress and personal development. In questionnaires and discussions parents affirmed the high quality of their children's education. Students

strongly benefitted in all aspects of their education from the school's links with local businesses and the community.

Governance of the school was outstanding. The board of governors was highly supportive of the leadership team and provided appropriate challenge for the school's improvement. The governors were strongly aware of the needs of the school through regular monitoring and through responding to the views of parents by analysing surveys and attending meetings with parents.

The management of staffing, facilities and resources was outstanding. All teachers were suitably qualified and new teachers benefited from thorough induction procedures. Development of leadership skills in all teachers was a priority of the school and this was reflected in teachers taking up responsibility roles throughout the school. Teaching assistants were used effectively in lessons. Resources were well used and most teachers and students were highly skilled in the use of information and communications technology. A feature of students' outstanding learning was their research, in which the library played a central role.

[View judgements](#)

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

Progress for those students identified as having special needs (SEN) was outstanding in English, mathematics and science. Progress was good in Islamic Education and Arabic as first language. In Arabic as an additional language, progress was acceptable. The school provided detailed learning plans to assist all teachers in supporting SEN students. The plans were discussed with students and parents, and contained, in addition to a description of the learning difficulties, advice on strategies which should be adopted in lessons. Almost all teachers implemented this advice comprehensively. The school identified gifted students, and relied on the professional expertise of individual teachers to provide appropriate additional challenge. Parents were involved at all stages of the referral process. They were kept fully informed about their children's progress at regular intervals. They benefited from specialist advice on how to support their children at home. Teachers carefully analysed information from the regular tests to ensure that learning targets were met, and to adjust them in the light of progress. The school's admission policy ensured that students with a range of abilities were accepted, and that all had access to all aspects of the life and work of the school. The school was fully inclusive. The SEN policy was comprehensive and covered all aspects of provision. The quality of leadership in SEN was outstanding. The head of department was well acquainted with all aspects of her work, and led a very effective and dedicated team.

How well does the school teach Arabic as a first language?

Teaching in Arabic as a first language was appropriate and resulted in a noticeable improvement in students' language skills. All teachers displayed secure subject knowledge, and knew how to teach Arabic as a first language appropriately. Although teaching was supported by suitable planning, there was an over reliance on text books and limited use of additional resources. In lessons, students were provided with sufficient opportunities to read and reflect on their understanding. Teachers' interactions with students were positive, enhancing students' speaking skills. However, students were not always challenged sufficiently to expand their answers and to express their ideas more clearly.

The curriculum was strictly based on the Ministry of Education text book and the MOE document. It was reviewed and planned for on annual bases. However, it lacked sufficient modification and enhancement to cater for students of different linguistic ability. The very few Arab students studying Arabic as an additional language were not sufficiently supported to work towards the expectations of Arabic as a first language and therefore made slow progress with the language.

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 judgments. 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	239	27%
	Last year	205	19%
Teachers	72		82%
Students	67		17%

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

Around a quarter of parents responded to the survey. Three quarters of teachers and around 18 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 at the school. They believed that progress was at good in English, mathematics and science. As in previous years, more than a few parents and students indicated that progress was less than good in Arabic. Parents responded positively about communication with the school and the school's leadership.

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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