

# INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

JUMEIRAH COLLEGE

UK



**OUTSTANDING**

JUMEIRAH COLLEGE

UK

Inspection Dates  
23 - 27 January 2023

Principal  
Robert Kesterton (Acting principal)

LEARN MORE ABOUT  
THE SCHOOL

LEARN MORE ABOUT  
THE SCHOOL FEES

1120  
Students



30  
Emirati Students



88  
Students of  
Determination



100  
Teachers



15  
Teaching  
Assistants



2  
Guidance  
counsellors



## OVERALL SCHOOL PERFORMANCE



**OUTSTANDING**

**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' STRENGTHS AND POINTS TO IMPROVE?

### BEST FEATURES OF THE SCHOOL

- Students' outstanding achievement in external examinations at the end of Secondary and Post 16 in English, mathematics and science
- Students' strong personal development
- The way in which teachers encourage students to think critically
- The effectiveness of systems to promote the wellbeing of staff and students
- The excellent partnership between the school and parents

### POINTS TO IMPROVE

- Ensure that teachers use valid assessment data to plan lessons more effectively to meet the needs of individual students
- Improve the effectiveness of the newly developed systems to support students of determination

## WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A VERY HIGH LEVEL



Leaders demonstrate a very strong commitment to wellbeing. A wealth of information is studied to help leaders improve wellbeing for everyone in the school community. Students are taught to be kind, reflective, positive and respectful. They are grateful for the broad range of activities that promote wellbeing. The pastoral care curriculum underpins the wellbeing programme and permeates the whole school. Students feel safe and valued at school.

## HEALTH, SAFETY AND SUPPORT

### HEALTH AND SAFETY

Secondary

**VERY GOOD**

### SUPPORT AND GUIDANCE

Secondary

**VERY GOOD**



Post-16

**VERY GOOD**

Post-16

**VERY GOOD**

## PROGRESS IN KEY SUBJECTS AND INCLUSION

The progress made by children and students across all phases is outstanding in English mathematics and science. Attainment in Islamic Education and Arabic as a first language has improved in the secondary phase and is now good. Students do not always make as rapid progress in lower secondary year classes as that seen in other year groups. The new leader of inclusion has improved the work of the inclusion department. Effective systems are in place to meet the needs of an increasingly wide range of individual needs.



### ENGLISH

Secondary

**OUTSTANDING**

Post-16

**OUTSTANDING**

### MATHS

Secondary

**OUTSTANDING**

Post-16

**OUTSTANDING**

### SCIENCE

Secondary

**OUTSTANDING**

Post-16

**OUTSTANDING**

### ARABIC AS FIRST LANGUAGE

Secondary

**GOOD**

Post-16

**GOOD**

### ARABIC AS SECOND LANGUAGE

Secondary

**GOOD**

Post-16

**NOT APPLICABLE**

### ISLAMIC

Secondary

**GOOD**

Post-16

**GOOD**

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

## LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

Leaders understand the strengths of the school. They are generally clear about what they need to do to help students do as well as they can but could make better use of information from all national tests. The governing body is fully representative of the school community and exerts a positive influence on the school. The school facilities and resources are of an outstanding quality and contribute to the very positive learning environment enjoyed by students.

Teachers have exceptionally strong subject knowledge which they use expertly to engage students in a wide variety of learning experiences. Outstanding relationships inspire students to do their best. Most teachers have high expectations and provide challenging work. This is less consistent in lower secondary classes when teachers do not always use assessment of what students already know to ensure the same very fast progress seen in other year groups.

### EFFECTIVENESS OF LEADERSHIP



**OUTSTANDING**

### TEACHING FOR EFFECTIVE LEARNING

Secondary

**OUTSTANDING**

Post-16

**OUTSTANDING**

### LEARNING SKILLS

Secondary

**OUTSTANDING**

Post-16

**OUTSTANDING**

[CLICK HERE TO ACCESS THE FULL INSPECTION REPORT FOR THIS SCHOOL](#)

