



المعرفة
Knowledge



JUMEIRAH COLLEGE

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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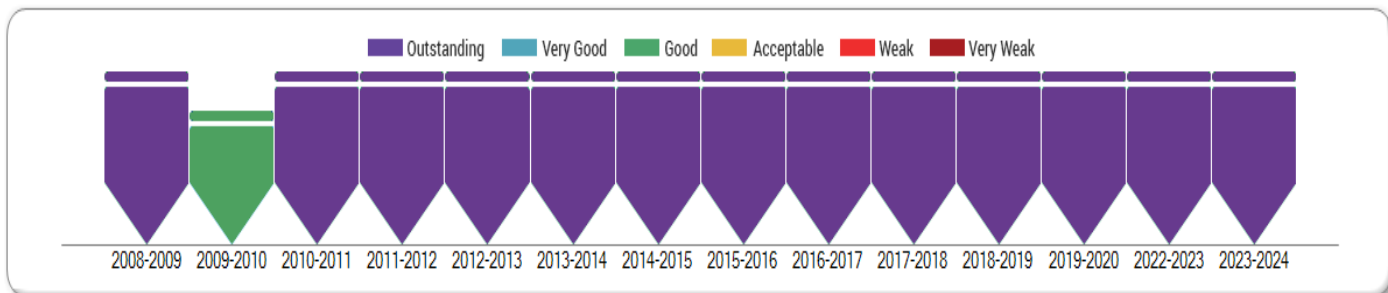
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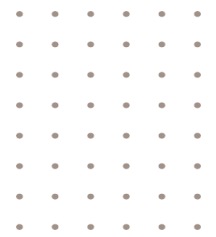
SCHOOL INFORMATION

| | | |
|---|---|--|
|  <p>GENERAL INFORMATION</p> |  Location | Al Safa |
| |  Opening year of school | 2000 |
| |  Website | www.gemsjc.com |
| |  Telephone | 97143955524 |
| |  Principal | Nicholas Benjamin Brain |
| |  Principal - date appointed | 01/08/2023 |
| |  Language of instruction | English |
| |  Inspection dates | 04 to 08 December 2023 |
| |  <p>STUDENTS</p> |  Gender of students |
|  Age range | | 11 to 18 |
|  Grades or year groups | | Year 7 to Year 13 |
|  Number of students on roll | | 1294 |
|  Number of Emirati students | | 34 |
|  Number of students of determination | | 95 |
|  Largest nationality group of students | | Indian |
|  <p>TEACHERS</p> |  Number of teachers | 118 |
| |  Largest nationality group of teachers | British |
| |  Number of teaching assistants | 14 |
| |  Number of guidance counsellors | 2 |
|  <p>CURRICULUM</p> |  Curriculum | UK |
| |  External Curriculum Examinations | AS Level, A Level, GCSE |
| |  Accreditation | BSO |

School Journey for JUMEIRAH COLLEGE



SUMMARY OF INSPECTION FINDINGS 2023-2024



The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for students’ outcomes, provision and leadership.

Students’ Outcomes

- Progress in Islamic Education and Arabic has improved and is now very good. Attainment in English, mathematics and science is outstanding, as are students’ learning skills across the school.
- Students’ personal development, behaviour, respect, tolerance and attitudes are exceptional. Attendance has improved and is now outstanding. Students are responsible, take the initiative and value others’ views. They have a solid appreciation of sustainability and a high regard for Emirati and Islamic values.

Provision For learners

- Teaching is outstanding across the school with a particular strength in Year 13. Excellent assessment practices support this exceptional teaching. However, the reporting of students’ progress is not securely established.
- The curriculum is broad and balanced. It meets students’ needs very well, bringing challenge, enjoyment and engagement. Leaders have made improvements with regard to the alternative pathways for some students. Extra-curricular opportunities are many and varied. The whole curriculum benefits from regular review and adaptation.
- Recent improvements to inclusion have produced even better support for students of determination, who now thrive. Students are cared for, challenged and nurtured in a learning environment which stimulates them to achieve well. They are safe and enjoy school. They contribute fully to the community atmosphere which pervades the school.

Leadership and management

- Senior leaders are knowledgeable and competent, as are most middle leaders, whose awareness of assessments has improved but is not yet comprehensive. The school is well organised. The growth of student numbers is well managed with help from the governing board. Parents fully support the school.

Highlights of the school:

- Students' progress in all subjects.
- The caring, safe and nurturing environment, which results in a strong sense of community and outstanding inclusion and wellbeing.
- Students' learning skills and personal development.
- Teaching throughout the school, with a particular strength in Year 13.
- Very strong leadership supported by a dedicated governing board, and powerful partnerships with parents.

Key recommendations:








- Ensure that the most capable students are appropriately challenged in the full range of subjects.
- Improve middle leaders' understanding of assessment procedures.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 STUDENTS' ACHIEVEMENT

| | | Secondary | Post-16 |
|---|------------|----------------|----------------|
|  Islamic Education | Attainment | Good | Good |
| | Progress | Very good ↑ | Very good ↑ |
|  Arabic as a First Language | Attainment | Good | Good |
| | Progress | Very good ↑ | Very good ↑ |
|  Arabic as an Additional Language | Attainment | Good | Not applicable |
| | Progress | Very good ↑ | Not applicable |
|  Language of instruction | Attainment | Not applicable | Not applicable |
| | Progress | Not applicable | 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 |

02 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 |





03 TEACHING AND ASSESSMENT

| | Secondary | Post-16 |
|---------------------------------|-------------|-------------|
| Teaching for effective learning | Outstanding | Outstanding |
| Assessment | Very good | Outstanding |

04 CURRICULUM

| | Secondary | Post-16 |
|--------------------------------------|-------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |
| Curriculum adaptation | Outstanding | Outstanding |

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | Secondary | Post-16 |
|--|---|---|
| Health and safety, including arrangements for child protection/ safeguarding | Outstanding  | Outstanding  |
| Care and support | Outstanding  | Outstanding  |

06 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](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



| | | |
|--|---------------------|-----------------------|
| A. Registration Requirements | Met Fully | |
| | Whole school | Emirati cohort |
| B. International and Benchmark Achievement | Very good | Good |
| <ul style="list-style-type: none"> In the last two years of benchmark assessments, students in the lower grades showed improvements against curriculum standards in mathematics and science, and to a lesser extent in English. Emirati students' progress in these assessments is slower than that of other students in most year groups. | | |
| C. Leadership: International and Emirati Achievement | Very good | |
| <ul style="list-style-type: none"> The action plan focuses on improving students' performance in benchmark assessments. It highlights skills gaps that are addressed. It aims to increase students' familiarity and confidence with subject- and test-specific vocabulary, particularly instructions. It focuses on reading, using an accelerated reader programme to increase the confidence of all students, including Emiratis. Critical thinking and analysis are key targets for the delivery of the curriculum. | Whole school | Emirati cohort |
| D. Teaching and Learning: Improving reading literacy | Very good | Very good |

- Only students in Year 7 have taken a diagnostic test, providing a reading age for each one. This indicates that a significant proportion are good or very good readers, including some, but not all, Emiratis. Teachers provide age-related additional published articles to challenge students, who are required to read and review the articles. Key vocabulary is explained during the introduction to almost every lesson in all subjects. Leaders have identified the required reading age for examinations in each subject, establishing that the greatest challenge to reading is in geography.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Improve the reading skills of all Emirati students in order to close the gaps in performance in benchmark assessments.
- Prepare all students for benchmark assessments by focusing on the key instructions that they encounter in the tests.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an outstanding level.

- Leaders are determined in their pursuit of happiness for all stakeholders. A comprehensive wellbeing programme is led by an experienced team. Leaders understand the needs of the school community. They provide support and guidance to help students, parents and members of staff to manage their own wellbeing. Honest, trusting relationships underpin leaders' determination to create a school environment where everyone is welcome and where challenges are met with sensitivity. Individual professional training supports members of staff.
- Leaders have high expectations for students' wellbeing. They help parents to increase their understanding of how best to support their children. Leaders survey members of staff and parents. They use daily online wellbeing checks with students. The resultant information is used to provide effective care and support. The school counsellor provides valuable assistance for students, parents and members of staff. Leaders value their colleagues, which results in a team which is content to work in the school.
- Leaders support wellbeing in many ways. A therapy dog, more than 75 extra-curricular activities and a dedicated curriculum assist provision. Students lead on a range of projects, such as mental health weeks. They mentor younger students. Leaders skilfully use feedback from students to plan the wellbeing curriculum. As a result, students experience a series of lessons matched to their needs.

For Development:

- Maintain the high expectations for wellbeing throughout the school.

UAE Social Studies and Moral Education

- The moral social and cultural studies (MSCS) programme uses the Ministry of Education (MoE) textbook as the basis for teaching. Students from Years 7 to 10 have one lesson of 40 minutes per week, in which social and cultural studies are combined. Moral education is taught separately from Years 7 to 13 for one lesson of 40 minutes per week. Lessons are taught by form tutors in both phases.
- In addition to lessons, students experience UAE social and moral values through curriculum enhancements, such as assemblies and the celebration of cultural events. Extension activities include visiting speakers and museum visits. Peer- and self-assessment procedures are used, together with ongoing and final tests. Teachers give feedback to students after assessments. Performance in written assessments and students' achievements are recorded in the annual reports to parents.

Arabic in Early Years

- Arabic is not taught in KG .



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

| | Secondary | Post-16 |
|------------|-------------|-------------|
| Attainment | Good | Good |
| Progress | Very good ↑ | Very good ↑ |

- The majority of students in both phases attain levels that are above curriculum standards. Students demonstrate a solid understanding of Fiqh rules and a good knowledge of Seerah. Recitation skills and the application of Tajweed are good, particularly among Arab students.
- A large majority of students make better than expected progress. In Secondary, students can recall the rules of worship, Umrah and travellers' manners. In Post-16, students discuss Fiqh issues such as financial contracts. Students' ability to support their answers by reference to the Holy Qur'an is developing.
- Students' understanding of the Islamic creed is increasing as a result of starting each lesson with regular discussion of Islamic principles.

For Development:

- Enhance students' knowledge and understanding of the Islamic creed.
- Consolidate students' ability to substantiate answers with verses from the Holy Qur'an.

ARABIC AS A FIRST LANGUAGE

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Good | Good |
| Progress | Very good ↑ | Very good ↑ |

- The large majority of students make better than expected progress. They can respond to literary prompts independently. Their reading comprehension skills are developing. In both phases, students speak with confidence. Emirati students make better than expected progress.
- Students can analyse texts and understand the meanings. They are able to identify the key message and subsidiary ideas. The large majority have a well-developed understanding of sentence structure, evident in their debates in lessons and in their writing. They show a solid understanding and application of grammar. However, writing at length is less secure.
- Teachers' support for lower achievers and extra time for younger students ensure better progress.

For Development:

- Provide more opportunities for students to write at length.

ARABIC AS AN ADDITIONAL LANGUAGE

| | Secondary | Post-16 |
|-------------------|-------------|----------------|
| Attainment | Good | Not applicable |
| Progress | Very good ↑ | Not applicable |

- The large majority of students make better than expected progress. They have a good understanding of what they read. They can answer related questions independently. Their speaking skills enable them to debate, to make simple comparisons, and to discuss environmental issues confidently.
- Students' interpretation of texts is secure. They share their views independently. They use a range of vocabulary to initiate and engage in discussions about different topics. They write at length, but their writing lacks accuracy.
- Regular opportunities for students to speak at length in lessons in different contexts have a positive impact on their progress.

For Development:

- Improve students' accuracy in writing.

ENGLISH

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- GCSE and A Level examination results reveal excellent attainment for older students. External progress tests show that students in Secondary achieve very high standards. Students' attainment in speaking, reading and writing are well above curriculum expectations.
- Students' reading interpretation and literary analysis are extremely well developed. Students in Years 10 and 11 write fluent, accurate and analytical essays. All students' use of descriptive vocabulary means that extended essays are evocative and demonstrate excellent critical thinking.
- The introduction of literary analysis skills in Years 7 to 9 has improved the quality of younger students' understanding. However, written work in Year 7 is sparse. By Year 13, students reach excellent standards. They conflate what they have learned over time in sophisticated commentaries.

For Development:

- Raise expectations of what younger students can produce in writing.

MATHEMATICS

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- The attainment of most students in external examinations in Years 11 and 13, and in external benchmarking, is above curriculum standards. Most students, including Emiratis, make better than expected progress. However, their performance in internal assessments is not as strong.
- Younger students can confidently convert between different metric units of measure. Skills in solving equations and manipulating functions are secure across the secondary phase. In Post-16, students use their understanding of differentiation to solve theoretical problems and examples with an everyday context.
- The progress of lower secondary classes has improved because of better teaching and teachers' ability to adapt the curriculum to the needs of all learners. However, some students prefer to complete questions they understand rather than tackle more challenging work.

For Development:

- Develop students' confidence to move to the next level of challenge independently.

SCIENCE

| | Secondary | Post-16 |
|-------------------|-------------|-------------|
| Attainment | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding |

- Science learning through everyday contexts leads to outstanding achievement in both phases. The requirement for students to review age-appropriate scientific articles broadens their horizons.
- Students' acquisition of inquiry skills leads to very strong progress and exceptional outcomes at GCSE and A Level. In Years 10 and 11, some groups of students are already designing their own experiments.
- Students are adept at exploring their own hypotheses. Those in Year 7 determine an equation for pressure related to high heels sinking into grass. Students in Year 13 decide why poultry leg muscles form darker meat.

For Development:

- Provide opportunities for students in all year groups to design their own experiments and to test their hypotheses.

LEARNING SKILLS

| | Secondary | Post-16 |
|------------------------|-------------|-------------|
| Learning skills | Outstanding | Outstanding |

- In Post-16, students think carefully about their learning. In the best lessons, they take control of the pace and levels at which they learn. Behaviour throughout the school is outstanding because most students are engrossed and focused. Many concentrate on what they are asked to do and purposefully complete tasks to very high levels.
- Almost all students are keen to learn. They are inquisitive and enjoy their lessons. Students engage in high-quality group work, collaborate and share their findings, although this is not consistent across all subjects. Most students' critical thinking and problem-solving skills are very well developed.
- Students make excellent use of technology to support their learning and to conduct independent research. Their communication skills are very strong. They make meaningful connections between areas of the curriculum.

For Development:

- Encourage students to share ideas through discussion in all subjects.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

| | Secondary | Post-16 |
|-----------------------------|-------------|-------------|
| Personal development | Outstanding | Outstanding |

- Students are willing to take personal responsibility. Almost all demonstrate the schools' core values. They have positive attitudes to school and are self-reliant. Their behaviour is exemplary in lessons and around the school.
- Students resolve any difficulties in a mature manner. They have respectful and thoughtful relationships with members of staff. They report that they feel safe. They say that the school is free from bullying. They are punctual in arriving at school and lessons. Attendance is outstanding.
- Most students are aware of the importance of following a healthy lifestyle. Most make healthy choices and participate in various sporting activities and competitions. They have a good balance between academic and non-academic life. Generally, they know how to keep themselves safe.

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

- Students demonstrate an excellent understanding of Islamic values. They understand how those values shape UAE society. They participate in all Islamic celebrations such as the birthday of the Prophet (PBUH), Ramadan and the Iftar gathering for the entire school.
- Students have a solid understanding and appreciation of Emirati heritage and culture, as a result of the curriculum and the different activities done in the school. They can explain in detail how the Emirates have developed over time. Students participate in the UAE national celebrations.
- Students are proud of their culture while respecting and appreciating others. They celebrate diversity inside the school through events such as Diwali and International Day. They learn about other countries' traditions, food and dances.

| | Secondary | Post-16 |
|--|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding |

- Students initiate and lead various charitable activities within the school. They donate to the local community through the Red Crescent. They contribute to charities in Africa and the Far East.
- Students have an exceptionally strong work ethic. They present creative and extremely practical ideas through the innovation club. They share their knowledge of programming and artificial intelligence through the school podcast. Some are active in an entrepreneurial club.
- Students care about their school and help to make it environmentally friendly. They have reduced the use of plastic water bottles in the cafeteria, and have transformed remaining bottles into works of art. Two speakers from the school participated in COP28.

For Development:

- increase the number of students who choose a healthy lifestyle and who follow healthy pursuits.

03 TEACHING AND ASSESSMENT

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

- Teachers have excellent subject knowledge and understand how students learn best. They plan lessons to challenge students at all levels. They generally have high expectations and use questions to stimulate and encourage students to think critically about their learning. Classroom interactions are highly positive.
- Most teachers use learning technologies exceptionally well to promote research and enquiry skills. Most manage time and resources very well. However, in some lessons the pace is too brisk and students do not have time to discuss their ideas.
- There have been improvements in the teaching of reading across subjects. In Islamic Education and Arabic, students now have more frequent opportunities to read and to participate in lessons through differentiated activities.

| | Secondary | Post-16 |
|-------------------|-----------|-------------|
| Assessment | Very good | Outstanding |

- Internal assessment processes are coherent and consistent. Students' outcomes are measured in terms of progress towards expected GCSE results, based on cognitive test predictions. Leaders assess the value added for all individuals.
- Benchmarking against curriculum and international standards is rigorous. Leaders analyse outcomes to identify skill gaps, which then inform curriculum adaptation. Progress is not monitored in line with the framework issued by KHDA. Reporting is easily understood by students and parents.
- Assessment during lessons has improved, particularly in Islamic Education and Arabic. Self- and peer-assessment are regular elements of most lessons. Most oral and written feedback informs students of their next steps in learning and leads to further dialogue.

For Development:

- Ensure that students have sufficient time to think and discuss their ideas in all subjects.
- Use the KHDA framework to assist in the monitoring of progress.

04 CURRICULUM

| | Secondary | Post-16 |
|---|-------------|-------------|
| Curriculum design and implementation | Outstanding | Outstanding |

- The curriculum is broad and balanced, delivering high quality learning experiences based on the National Curriculum for England and that of the MoE. It facilitates a comprehensive preparation for examinations, develops students' personal qualities and extends their wider interests and talents.
- The curriculum is reviewed each year to ensure that it continues to meet the needs of all students. Leaders have determined to widen the learning programme in Year 13 with the introduction of vocational courses.
- Cross-curricular links are well established, especially in lessons. Students make meaningful connections in their learning. This is a key aspect of the improved curriculum in Islamic Education and Arabic.

| | Secondary | Post-16 |
|------------------------------|-------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding |

- Leaders skilfully adapt the curriculum to offer a wide range of courses that meet the needs of almost all students of different abilities. Students' options in the lower secondary phase are now more extensive.
- The curriculum offers a broad range of extra-curricular activities that enrich students' learning experiences and their wellbeing. Activities, more often out of lessons, allow students to celebrate the traditional culture of the UAE and the diversity found in the modern nation.
- Programmes of study provide levels of challenge to ensure that students of different abilities and needs are supported effectively.

For Development:

- Ensure that more classroom activities have a link with the UAE or are framed in an Emirati context.
- Implement the provision of alternative pathways in the post-16 curriculum.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

| | Secondary | Post-16 |
|--|---------------|---------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding ↑ | Outstanding ↑ |

- Procedures to ensure the safety and welfare of students are rigorous and central to the school's work. The detailed safeguarding policy offers all stakeholders a framework for understanding how students should be kept safe.
- The school buildings are extremely well maintained. They provide a secure learning environment where all students can feel safe and enjoy their learning. All health and safety checks and maintenance are carried out as required. Risk assessments for off-site activities are thorough.
- Emergency drills, including evacuation and lock-down, are carried out and records maintained. Medical personnel offer excellent levels of care and are active in the promotion of healthy living.

| | Secondary | Post-16 |
|-------------------------|---------------|---------------|
| Care and support | Outstanding ↑ | Outstanding ↑ |

- Members of staff provide outstanding care, guidance and support for students. Relationships between staff and students are a strength of the school. Leaders have created a culture of respect, tolerance and kindness which enhances students' personal development and wellbeing.
- Students receive personalised academic and careers guidance. Leaders work closely with students to prepare them for their futures. From Year 8 onwards, teachers use international benchmarks to track and monitor students' potential career pathways. Leaders work closely with parents to support regular attendance, which is outstanding.
- Leaders swiftly identify students who may have additional needs, including those with gifts and talents. More able students are challenged in lessons, but not always consistently across the school.

For Development:

- Provide appropriate and consistent challenge for more able students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Inclusion is extremely important in the school. Staffing levels have increased to meet demand. The inclusion team acts as a link between subject departments. All members of staff take responsibility for students of determination. As a result, the students are thriving.
- Leaders accurately identify students' needs. Students of determination are effectively supported in class. Whole school training, led by the inclusion leader, has improved provision across all subjects. Targeted interventions, taught by subject specialists, significantly increase students' outcomes.
- The inclusion team works in partnership with parents, who are fully involved in their children's education, with regular reviews of individual education plans (IEPs). The development of a student-led inclusion team offers students an important way to express their opinions.
- Teachers adapt and modify what and how they teach to meet the needs of students of determination. They have precise knowledge of individual needs. They provide additional resources, suggest appropriate vocabulary and also ask targeted questions which challenge students and develop their critical thinking.
- Teachers meticulously track students' progress. Targets in IEPs are carefully written. Students make strong progress in meeting them. Students who follow an alternative curriculum have success, and develop vital knowledge and skills.

For Development:

- Extend even further the involvement of parents in their children's education.

06 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 |

- Senior leaders, including the principal, are very competent and skilled practitioners, with a deep understanding of high-quality teaching, learning, curriculum and assessment. Senior leaders are working to ensure that all middle leaders are equally skilled, particularly in their knowledge of assessment procedures. Leaders have a clear, inclusive vision, supported by the whole school. Relationships are professional and very effective. Leaders empower teams and individuals. Leaders' capacity to maintain high outcomes during a period of school expansion is of critical importance.
- All members of staff are actively involved in the evaluation of the school. Information from assessments and the views of all concerned inform the process. As a result, leaders have an accurate view of the school. They use the information to produce comprehensive, prioritised action plans. Leaders monitor students' progress regularly and thoroughly, together with the quality of teaching and learning. They are thus enabled to provide effective ongoing professional training. Recommendations from the previous report have been addressed well.
- Parents are fully supportive of the school. They are made welcome. They appreciate the quality of care which their children receive. Most are actively involved with their children's learning. Some play a part in supporting other students, such as participating in guidance sessions for senior students. They value the communications from the school. They feel very well informed about their children's progress and about how they can play a part in improving it. Community links are very well developed.
- Members of the governing body are thoughtful, well informed and astute. They ensure that all stakeholders' views are considered. They support the school and hold leaders to account. Members play a positive role in ensuring that the school develops effectively and maintains its very high standards, while being fully inclusive. They ensure that any changes are evaluated in terms of effect and outcomes.
- The school operates in a smooth, calm and orderly manner. Teachers are appropriately qualified and deployed to ensure that students have a very good educational experience. Resources and learning areas, including specialist areas such as, laboratories and workshops, are very well suited to students' needs. They facilitate teaching and learning. The learning environment, which has been recently extended, is bright, stimulating and appropriate.

For Development:

- Improve middle leaders' knowledge of assessment procedures.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The 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 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 QA.Schools@khda.gov.ae