

Jumeirah College, Dubai

British Schools Overseas Inspection Report

Inspection Dates Monday 11 November – Thursday 12 November 2013

Lead Inspector Mike Hewlett

Team members Margaret Houston
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Age group: 11-18
Report published:
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from CfBT Education Trust who spent three days at the school. CfBT is a body approved by the British Government for the purpose of inspecting schools in England and overseas and quality assured by the Office for Standards in Education (Ofsted).

CfBT Education Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. CfBT employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas must have an inspection report which shows that their performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information for parents, carers and others.
7. The school's procedures for handling complaints.
8. The quality of provision for boarding.
9. Leadership and management of the school.

The purposes of the inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare

- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

The BSO inspection was combined with an inspection carried out with inspectors from Dubai Schools Inspection Bureau (DSIB). The DSIB inspection evaluated the college's performance when measured against the quality indicators for schools in Dubai. The outcomes of the DSIB inspection are contained within a separate report which is available from Knowledge and Human Development Authority (KHDA) in Dubai.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Established in 1999, Jumeirah College is a private, multi-national day school. At the time of the inspection, there were 1100 pupils on roll aged from 11 to 18 years. The college has identified that 132 pupils have some form of special educational need, including those with particular gifts and talents.

The college comprises pupils of 56 different nationalities and provides a rich cultural diversity. The majority of pupils have United Kingdom (UK) backgrounds and three pupils are Emirati nationals. The teachers are well qualified with the majority being UK trained. The college aims, as part of its mission, 'to celebrate diversity in a spirit of understanding and tolerance'. The handbook for parents states that, 'high standards of self-discipline, work ethic and conduct are the norm.'

The college follows the English National Curriculum. Pupils are presented for GCSE examinations at the end of the secondary phase (Key Stage 4) and for GCSE Advanced level at the end of the post-16 phase (Key Stage 5).

In 2013, 95% of students in Year 13 who left the college moved onto higher education. Most moved onto universities in the UK, with America, Australia and South Africa among the other destinations.

Currently, the college has full membership of a number of organisations. These include the British Schools in the Middle East (BSME) and the Council of British International Schools (COBIS).

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three CfBT Education Trust inspectors. On this combined inspection, there were also six DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 99 lessons. They held 45 meetings including those with the Principal and other college leaders, staff and parents and a representative of the GEMS corporate management team. Inspectors talked with pupils in formal interviews, in lessons and as they met them around the college. Inspectors also observed the work of the college and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents and pupils and followed up on issues that were raised.

Evaluation of the school

This college provides an outstanding quality of education for its pupils. It combines the best of British educational standards and methodology with an awareness of the local cultural and regional context. Pupils' attainment is very high and compares very favourably with standards reached in British independent schools.

Attainment and progress in English are outstanding. The fact that 100% of students achieved A* or A at A level in 2013 exemplifies the high aspirations and attainment of all pupils in this department. At GCSE in 2013, more than half of the pupils in that year group/cohort gained A* or A, and almost all pupils gained an A to C award. In the earlier years, pupils develop the skills to enable them to achieve later success; their attainment is high and rates of progress are rapid.

Pupils clearly enjoy their English lessons. They are eager to contribute to lessons and do so readily. They listen intelligently to each other when working in groups and

are able to exchange ideas constructively. They respond to film and texts with sensitivity and perspicacity, as was seen when Year 9 pupils considered Richard III's soliloquy. Pupils relish the opportunity to read plays in class and some pupils in Years 7 and 8 read excerpts from *The Tempest* expressively and with gusto. Pupils develop writing skills through taking notes and learning how to structure paragraphs and compose essays. Most employ a wide and appropriate vocabulary in their writing and can use persuasive language directed at different audiences.

By Year 11, almost all pupils can express their views with clarity and confidence. They can reflect on what they read and hear, and develop cogent arguments both orally and in writing. Sixth-form students show a good grasp of their set texts, demonstrate skills of critical thinking and are willing to challenge the teacher, offering original perspectives on, for example, *The Great Gatsby*. Students in Year 13 could interpret texts at a sophisticated level and discuss their ideas convincingly and in depth. They could make connections between texts and synthesise the information perceptively. Most students could produce substantial essays and assignments in stylish, accurate and accomplished prose.

Pupils' attainment and progress in mathematics are outstanding across all phases of the school. Pupils reach standards that are well-above average when compared to independent schools in the UK. Pupils make a good start to their secondary education in Key Stage 3 so that, in 2013 at the end of Year 9, 91% of pupils met or exceeded the challenging targets that were set for them by the college staff. Their attainment is high in relation to UK averages for pupils of the same age. This pattern is repeated in Key Stage 4 so that, in 2013, 57% of pupils achieved A*/A grades in GCSE mathematics compared to 14.3% in the UK. At Key Stage 5, the 2013 A2 level results in mathematics showed an increase of 20% from the reported outcomes in 2012. With 53% reaching A*/A, this is 10% higher than the UK figure.

Pupils at all levels have strong computational skills and grasp mathematical concepts quickly. Accelerated mathematics programmes mean that some higher-attaining groups take their GCSE examinations one year early. Pupils' ability to use and apply their mathematical skills and knowledge to practical situations are particular strengths. For example, Year 10 pupils used historical Olympic data on athletes' performance to draw out hypotheses. They then used statistics to prove or disprove their hunches. Their growing confidence in the subject is illustrated by an ability to support classmates and work independently when necessary.

Attainment and progress in science are outstanding. In GCSE examinations in all three sciences, well over 75% of pupils achieved A* to B grades, comparing very favourably with UK averages. Progress from GCSE to A2 examinations is again outstanding as high attainment is sustained, although at AS level, particularly in chemistry, it is less secure. Overall, high standards for the oldest students have been

maintained with some minor fluctuations over the last three years. The pupils taking the dual award course made exceptionally strong progress from their starting points and most exceeded their projected targets. In all the Key Stage 3 years, most pupils make rapid progress and achieve above average standards against the UK curriculum levels.

Across the year groups, there is a good balance of theoretical work and practical and investigative experience. Science lessons frequently offer pupils the chance to work in groups in order to plan experiments. In Year 8, for example, pupils are challenged to design investigations into the validity of statements such as 'running is better than walking to keep dry in the rain', which enables them to develop concepts of independent variables and controls. Access to excellent resources such as a cloud chamber or an air track excites pupils' interest, and when possible, scientific concepts are linked to real-life applications such as energy generation or wastage to illustrate their relevance. Students in Year 12 demonstrated very high levels of understanding of particle detectors and how they can be used to observe changes in their A2 physics coursework, in a lesson that typified students' engagement and enthusiasm.

Similar rates of attainment and progress are seen in the other subjects of the curriculum. Indeed, the curriculum itself is outstanding, engages pupils' interests and provides them with an extensive range of choices. For example, pupils can choose from 30 subjects at Key Stage 4 and Key Stage 5. Together with an impressive range of extra-curricular options, the curriculum is in keeping with the best traditions of British education.

Teaching is outstanding across the college. Teachers use their expertise to plan interesting and relevant activities which engage pupils' interest and challenge them to develop strong learning skills. Teachers' rapport with their classes encourages enthusiasm and an excellent work ethic in the pupils, who respond well to high expectations. Regular assessment of pupils' progress and effective feedback give them a clear idea of what they need to do to reach their next targets and help to focus their learning. Most lessons build well on what pupils already know so little time is wasted. Through the skilful use of pupils' self-assessment, teachers establish how well lessons have been understood. Just occasionally, the teaching does not meet these high standards. Generally, this is when pupils have to sit and listen to teachers for too long during lessons or rely too much on text books. The challenge for the college now is to ensure that all teaching meets the level of the very best.

Pupils' spiritual, moral, social and cultural development is outstanding. Pupils' behaviour is exemplary and their knowledge of British heritage, genuine interest in diversity and their understanding of other cultures are good examples of their strong cultural development. The promotion of pupils' welfare, health and safety,

safeguarding and behaviour, including bullying, is outstanding. Policies are clear and understood by all. More importantly, they are delivered in practice with an impressive consistency.

Information for parents is of excellent quality and is readily available to them. The college responds rapidly to any queries or concerns and parents confirm that they regard this as a real strength.

Key to the success of the college is the outstanding leadership and management. The newly appointed Principal is a reflective leader and is sensibly building on previous successes. Leaders at all levels, including GEMS Board members, have a shared vision for the college which is pursued relentlessly as they strive for excellence in all areas. Self-evaluation is honest and accurate with staff held to account for the performance of their pupils.

As a result of this inspection, undertaken during November 2013, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The curriculum is outstanding across the college. The written curriculum policy is substantiated by detailed plans and schemes of work developed by each department. These provide high-quality learning experiences for pupils of all ages. The curriculum policy is reviewed annually and changes made to meet pupils' needs and preferences. The history department adapted its Key Stage 3 strategies following representations by pupils in Year 9 and philosophy, dance, psychology and computing have been introduced at pupils' request.

The curriculum is broad and balanced. All pupils, up to the end of Key Stage 3, follow National Curriculum courses which give them experience in all areas of learning: linguistic, mathematical, scientific, technological, creative, aesthetic, cultural and physical. The curriculum offers 30 subjects at Key Stages 4 and 5 from which pupils and students may choose. This breadth of choice and subject area is in keeping with the best traditions of British education.

The examination courses followed are those used in the British education system: GSCE, IGCSE, AS and A level. Success in these subjects enables students to enter or re-enter British schools at any level and to gain access to British universities. Departmental leaders maintain close contact with relevant examiners and keep in

touch with British curricular developments. In consideration of pupils' best interests, the English department has moved to the IGCSE examinations and other departments are contemplating similar changes.

In keeping with the British curriculum, English is the medium of teaching and all lessons, other than language lessons, are conducted in English. This enables pupils, whether or not their first language is English, to acquire facility in speaking, listening and writing English. These skills, together with the numerical abilities they acquire, mean that pupils are well prepared for the modern workplace.

All pupils follow courses appropriate to their ages and aptitudes. Some with specific learning difficulties are provided with high-quality additional support, either a trained teaching assistant, adapted course material or additional help from the teacher. Virtually all pupils follow GCSE courses; a very few sit Foundation Level examinations or, very occasionally, a bespoke course such as Asdan.

The excellent personal, social and health education (PSHE) and cultural studies programmes enable pupils to develop an understanding of the ideas and issues that will confront them as they mature as well as the skills to deal with modern life. The first-class extra-curricular programme of clubs, educational visits and activities further enriches pupils' experiences. The care with which the college nurtures pupils' wider development reflects its own ethos and that of the British curriculum and teaches pupils to be creative, responsible, ethical and productive adults.

There is a useful careers programme in place in the college. This begins in Year 7 and gathers pace in Year 9 when pupils begin to choose the subjects they will study for GCSE. Enterprise and work-experience schemes substantiate pupils' understanding. The excellent advice offered to pupils in Years 9 and 11 assists them to make wise subject choices. Older students receive useful careers advice and interviews, and numerous visitors from UK and other universities inform students of the opportunities open to them.

Teaching and assessment are outstanding in all three key stages. Approximately half of lessons are of outstanding quality with only a small proportion being less than good. Several common key factors underpin this high-quality teaching. Teachers make excellent use of their subject expertise as they plan their lessons to meet very specific and relevant learning goals. These are closely aligned to the requirements of the syllabus and examination requirements of the UK-based curriculum. Teachers enliven their lessons by selecting activities that interest and motivate pupils. They frequently create lessons that have an element of fun and enjoyment while, at the same time, making demands on pupils' intellect and resilience. As a result, pupils respond well to the learning opportunities presented to them and they manage to

produce work of high quality while working at a fast pace. Many lessons feature an excellent balance between teacher instruction and pupils' opportunities to find things out for themselves and to think critically. This promotes effective learning skills and is reflective of the best current UK practice, in which teachers are skilful facilitators of learning, rather than providers of information.

In most lessons, pupils know exactly what they are expected to achieve, making them effective partners in their learning. They frequently assess their own stage of understanding at the outset, in order to both assist the teacher in matching the lesson demands to their range of needs and to enable them to judge the progress they make. This level of responsibility is mirrored in the teaching style of most lessons. Pupils are frequently asked to take roles such as project manager, writing manager and illustrator as they tackle group challenges or undertake research for presentations to their peers. From Key Stage 3, pupils are regularly given the chance to teach each other, following their research, on the premise that in order to be able to explain something to others you must first acquire a strong understanding yourself. The quality of pupils' explanations, and the way in which they follow the teachers' role models, attest to the success of this approach. The excellent rapport between teachers and their classes encourages pupils to take risks in their learning without fear of mistakes, and to ask questions with confidence. Lessons are typically undertaken within a mutually respectful atmosphere.

However, occasionally, and in only a few subjects, teaching is less effective. Generally, this is when the level of challenge is insufficient, and when teachers rely on textbooks or expect pupils to sit and listen to them for too long, especially during the introductions to lessons.

Teaching and learning are both underpinned by well-developed systems for assessing and tracking pupils' progress. In the younger year groups, pupils are tested against UK-curriculum levels and teachers know pupils' stages of achievement against these, enabling them to plan for most needs. Older students are assessed against GCSE, AS and A2 level examination requirements so that their next steps in learning might reflect what they need to do in order to meet or exceed the predictions of performance made by the college. This approach is complemented in lessons by the high-quality constructive feedback and guidance given by teachers and by the pupils' assessments of their own and their peers' performance. Learning from lessons is also enhanced by well-designed homework tasks, often using a social learning platform to consolidate work from one lesson or prepare learning for the next.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is outstanding. The college enables pupils to develop their personal skills in many ways. They gain confidence through debating, making presentations and contributing to lessons. In the best traditions of British education, there are numerous opportunities for participation in dramatic performances, music and sport, all of which have a high profile in the college and give pupils their evident confidence and self-assurance. Pupils gain a sense of their own worth by developing their leadership skills; all can become form leaders and many take responsibility for matters such as year and inter-house activities. Pupils' views and suggestions are discussed by the form council, year council and the students' council, the latter chaired by the head boys and girls. As in the best British schools, there are numerous clubs and societies. All pupils must belong to at least two, which encourages them to make choices and understand and recognise their own strengths. The PSHE programme enables pupils to acquire an understanding of themselves and others and encourages healthy and responsible living.

Pupils develop a significant understanding of ethical and moral values. They learn to empathise with others through, for example, investigating in drama lessons what it feels like to be homeless. Older students visit workers and help them to learn English and charity campaigns encourage compassion and philanthropic giving. The school curriculum in Year 10 specifically explores the issues of forgiveness and reconciliation. Established routines within college induce pupils to abide by the college rules and thus teach respect for order. Attendance and punctuality are good.

Excellent behaviour is the norm in the college. Pupils show self-discipline in class and around the college. They are respectful towards their teachers and each other and require little supervision. One Year 7 boy said he valued the appropriate freedoms that pupils enjoyed as a result of the trust teachers placed in them. Pupils make a significant contribution to college life. They organise activities including charitable events and most pupils take part in the International Award, a component of which is service to the community. Sixth-form students help the Year 7 pupils to settle into college and become role models, demonstrating the highest standards of behaviour and service.

Pupils have an impressive understanding of the different cultures represented in the school. Younger pupils learn about aspects of the UAE, for example, its geography and the Royal Family, and an appreciation of Islam is part of the ethos of the school. This is clear in Ramadan when no one drinks or eats in public. One student remarked, 'living in Dubai, tolerance comes naturally'. Multicultural understanding is certainly fostered by the college. One example of this is the day, organised by the

heads of college and students' council, when the international nature of the college is celebrated with cultural displays, dancing and the wearing of national dress.

The college successfully promotes knowledge and understanding of British life. This was exemplified by the Remembrance Day ceremonies and the awareness pupils showed of the significance of the British Legion and the poppy. In the Remembrance Day assembly, the excellent speaker linked the remembrance theme to sacrifices in the wider world. The 'Face-to-Faith' initiative encourages international, peaceful co-existence while the history syllabus gives pupils a thorough grounding in aspects of British traditions and culture. The strong debating culture means many pupils think deeply about important issues and the Model United Nations group replicates the procedures of the United Nations Conference. Human Rights' day is marked by groups discussing problems such as capital punishment and slavery.

Standard 3. The welfare, health and safety of the pupils

The college makes outstanding provision for the welfare, health and safety of its pupils and, as a result, they feel safe and secure. Relationships between staff and pupils are amicable and mutually respectful and the form-tutor system provides pupils with a first point of contact if they have worries or concerns. This is enhanced by the continual availability of counselling services which works sensitively with pupils to allay anxieties or help solve individual issues.

Supervision of pupils' movement around the premises is effective but low key, reflecting the confidence that the college places in pupils. Behaviour is mostly exemplary and pupils appreciate the college's high expectations in this regard as outlined in its policy. Sanctions are clear but rarely needed as the college promotes respectful and responsible attitudes through providing pupils with opportunities to demonstrate them. This is summed up by an extract from the 'student planner' stating 'We appreciate our privileges and rights whilst fulfilling our responsibilities'.

There are excellent medical facilities and the full-time nurse works with staff to enhance their awareness of a range of conditions, as well as caring for pupils who are sick. Procedures for handling pupils' medication and for record keeping are extremely thorough and pupils are regularly reminded of requirements for healthy living and a healthy diet, both through the curriculum and from visiting speakers.

The college site is very secure and systems for access are robust. Procedures for evacuation of the building in the case of emergencies, and lock down in the event of unauthorised intrusion are exemplary. Off-site experiences such as trips and visits are also supported by rigorous safety and planning requirements. The arrangements for transport safety are thorough and regular checks are made to ensure compliance.

Child protection and safeguarding responsibilities are taken very seriously, and reflect good UK practice and expectations. The comprehensive policy has been widely publicised and, following training, staff know how to respond appropriately to any concerns they might have. Other safety procedures are in place on matters such as internet safety and cyber bullying, and the college has plans in hand to develop these further with the support of its parents.

Pupils with special educational needs or exceptional talents are well supported and enabled to make optimum progress. Most are able to thrive with minimum support due to the stimulating and motivating teaching they receive, but some have effective regular additional support. As students prepare to move on to employment or, more frequently, to further education, there is extensive guidance available through visits by employers and university representatives, as well as in-house advice for aspects such as preparation of personal statements. Most pupils enjoy coming to college, but attendance, while high, is closely monitored to identify any problems.

Standard 4. The suitability of the proprietor and staff

This standard is met. GEMS corporate support services support the college well in ensuring that all the required checks are in place. Scrutiny of records confirms that staff have the right to work in Dubai and that they are suitable to work with children. Volunteers are carefully checked and supervised with meticulous records maintained.

Standard 5. The premises and accommodation

The college provides an outstanding learning environment for all of its pupils. There is a well-developed programme of maintenance and improvement for the college facilities. Recent improvements have included a new sixth-form suite, music centre and examinations hall. Disabled pupils have full access to the school site, illustrating the college's commitment to equality of opportunity and its desire to tackle any form of discrimination.

Despite the relatively small footprint of the site, leaders are very successful at maximising every space available for the benefit of the pupils and their learning. A good example of this is illustrated by arrangements for the newly refurbished foyer of the sports hall. At various times during the day, it can be used for resistance training, trampolining, art displays and an area to gather prior to social events. As a result of careful planning and imaginative thinking, the college is able to offer an exceptional range of enrichment activities including numerous sporting opportunities. Parents and staff suggest, and inspectors agree, that improved access to sports fields would further enhance the high quality of the provision in this area.

Classrooms are of a good size and they are well maintained. All are equipped with interactive whiteboards and staff make very good use of these to support pupils' learning. In many classrooms, opportunities are taken to celebrate pupils' work. Subject specialisms are well represented in wall displays, with many of these highlighting the British nature of the school. For example, in a Year 9 mathematics room, pupils are directed to the BBC website where they can find suitable materials to support their studies. In the history corridor, historic events have been captured and brought to life by pupils using the British tabloid newspaper format. The headline, 'Mindless Vandals – Barbarian yobs turn Rome into a smoking ruin', was a striking example produced by pupils that led to a healthy debate.

The school site is clean, tidy and litter free. There are excellent relationships between teaching and support staff which reflect the school's expectation that the contribution of everyone should be valued. Resources are of good quality, plentiful and well deployed. Currently, the premises and accommodation fully meet the local requirements as set out by the Dubai authorities.

Standard 6. The provision of information for parents, carers and others

The college provides parents with excellent levels of information through the website, documentation when pupils join the college and regular newsletters. All college policies are readily available electronically and a real strength of the communications systems is the way in which college staff are always seeking to improve. A good example of this approach can be seen in the role of the parent relations executive which provides parents with a valuable point of contact and can signpost other sources of information if their queries cannot be immediately answered. Similarly, the physical education department is trialling an online facility that keeps parents updated on team selection, fixtures and training times, therefore removing the need for individual letters to be sent home.

Responses to the parental survey, sent out by the inspection team prior to the visit, confirm that the overwhelming majority of parents are happy with the school and with the education their children receive. Almost all agreed that their children enjoy school and that they find the work interesting and challenging. Similarly, those that responded to the statement in the questionnaire feel that the school prepares pupils well to enter, or re-enter, the UK system without disruption to their education. At the meeting held with inspectors, parents were unanimous in their view that the college not only listens to their views but, more importantly, is prepared to respond to requests made. They cited the example of a proposal to relocate the college to a new site. Open meetings were held with parents to gather views and, as a result of parental feedback, the plan to move was abandoned.

Reports for parents are comprehensive and provide an accurate picture of how well pupils are progressing. The inclusion of target grades and projections for future examination grades means that parents are very well informed and are treated as vital partners in their children's education.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standard. The complaints' procedures are clear and information is readily available. In addition, when parents register their children at Jumeirah College they sign to confirm that they are aware of all procedures and protocols. School records indicate that complaints' procedures are rarely used and parents confirmed that easy access to school leaders means that any issues can usually be addressed informally.

Standard 8. The quality of provision for boarding

Not applicable

Standard 9. Leadership and management of the school

Leadership and management of the college are excellent. Consequently, the commitment to provide a 'rich and profound educational experience' where, 'diversity is celebrated' can be seen in action. There is a clear vision for the school based on the core values of the GEMS group of schools. This is communicated very effectively by the Principal and other leaders and is shared with all staff, resulting in a sense of common purpose. New to the post, the Principal has wisely allowed this successful college to continue as normal and has not rushed to make changes but rather to build on these successes. The leadership team brings a wealth of experience to the college and are reflective practitioners. Despite the continued high levels of achievement, there is no hint of complacency and a constant striving, at all levels of responsibility, for excellence in all aspects of college life. Consequently, there is an outstanding capacity to improve still further.

Robust and honest self-evaluation helps to explain why the college continues to improve at so many levels. Pupils' results are analysed in meticulous detail and any gaps in performance are picked up quickly. Student performance is at the heart of team meetings and individual departments review their performances regularly. Subsequent action plans are concise, with targets that are easily measured. Staff at all levels are held to account for their performance and that of their pupils. The school compares its examination results against the schools locally and internationally and the wealth of information that is available about pupils' performance is very well used.

Staff recruitment processes are thorough and teachers' subsequent deployment and training are excellent. This helps to explain why the quality of teaching and pupils' learning are so high. The college provides an impressive induction programme which means that new recruits are able to settle quickly into college routines. Staff appraisal systems are comprehensive and robust with teachers' classroom performance regularly assessed to ensure that pupils are receiving the best possible teaching. In addition, staff are provided with an outstanding range of training opportunities, both within the GEMS organisation and elsewhere, aimed at improving their teaching. Almost all teaching staff are British trained and qualified. This enables them to confidently teach the UK curriculum and to prepare pupils well to enter or re-enter the UK education system.

Governance of the college is excellent. There is a clear separation of responsibilities between college leaders and the GEMS Board representatives. The Principal receives high-quality support and challenge in just the right proportions. For example, he is held fully accountable for the performance and quality of the college, especially the academic outcomes. The GEMS Board ensures that the school is well resourced. Overall, it makes a strong contribution to the school's improvement.

Parents recognise the high quality of the leadership and management of the college. In their responses to the parent questionnaire, almost all agreed or strongly agreed that the school is well led.

Compliance with regulatory requirements

Jumeirah College fully meets the requirements for British Schools Overseas.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- Take steps to raise the quality of all teaching and assessment to the level of the best.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	√			
How well the curriculum and other activities meet the range of needs and interests of pupils	√			
How effective teaching and assessment are in meeting the full range of pupils' needs	√			
How well pupils make progress in their learning	√			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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The quality of provision for boarding

Not applicable	NA			
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school	Jumeirah College
Type of school	Private
Date school opened	1999
Age range of pupils	11-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1100
Number on roll (part-time pupils)	None
Annual fees (day pupils)	58,542 – 73,177 AED
Annual fees (boarders)	Not applicable
Address of school	PO Box 74856 Street 19 Al Safa 1 Dubai UAE
Telephone number	00971 4 3954950
Email address	Info_jcd@gemsedu.com
Head teacher	Mr Simon O'Connor
Proprietor	GEMS

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by CfBT

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

CfBT Education Trust – CfBT is one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in CfBT Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner CfBT Education Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide CfBT Education Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. CfBT staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

CfBT has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

CfBT first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services. CfBT Education Trust has been successful in bidding for the recent tender to manage inspection services on behalf of the office for Standards in Education, Children's Services and Skills (Ofsted). CfBT is currently responsible for delivering inspection services in schools (both maintained and independent), the learning and skills sector and initial training education.

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