



**British School
Overseas**
Inspected by Penta International

Inspection report

Jumeirah College

Dubai

United Arab Emirates

Date **19th– 21st June 2023**
Inspection number **20230619**

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1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 80 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Nan McKeown, Jessie Joubert and Lewis Baillie.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British Government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The college is ambitious for its students, both academically and to see them develop as fully rounded individuals. A comprehensive curriculum provides a wide range of opportunities to learn, and develop interests and talents. Excellent practices in teaching and assessment ensure that all students are stretched appropriately, whilst rigorous standards of welfare, health and safety keep students safe; they are extremely well cared for. Leadership of the college sets an ethos of excellence and is focused on constant improvement.

3.1 What the school does well

There are many strengths at the college, including the:

- students, who are mature, responsible, kind, excited about learning and thoroughly committed to making the most of the many opportunities offered to them;
- college leaders, who are focused on continual improvement and development, with students' wellbeing and success at the heart of all decision making;
- teachers' enthusiasm, passion, deep subject and pedagogical knowledge, including excellent use of questioning, which enables strong learning;
- focus on disciplinary language development;
- mutually respectful relationships across the college;
- opportunities for student leadership;
- inclusion and tailored support of students with additional educational needs;
- range and quality of curriculum enrichment, particularly the wide ranging extra-curricular programme;
- high priority placed on student safeguarding procedures;
- focus on the wellbeing of all members of the college community;
- relationships and communications with parents, and opportunities for their involvement in their child's education;
- six core values which frame attitudes to learning and life;
- ambitious college development plans, creating new facilities which will further enhance the curriculum offering;
- high regard in which the college is held within the local community.

3.2 Points for improvement

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

1. Embed the use of self-reflection and instructional peer coaching to ensure that all lessons delivered are as good as the best;
2. Further develop transition arrangements and curriculum links between feeder schools and KS3 to ensure that learning for all students in KS3 meets them at their individual starting points;
3. Refine strategies for the analysis and tracking of student performance data in KS3.

4. The context of the school

Full name of School	Jumeirah College				
Address	19th Street, Al Safa 1, Dubai, UAE				
Telephone Number/s	+971 (0) 4 395 5524				
Website Address	www.gemsjc.com				
Key Email Address	info_jcd@gemsedu.com				
Headteacher/ Principal	Mr Robert Kesterton (Acting Principal)				
Chair of board/Proprietor	Mrs Joanne Lobb				
Age Range	11-18 years				
Total number of pupils	1,113	Boys	557	Girls	556
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	829	
	<i>3-5 years</i>	0	<i>17-18 years</i>	235	
	<i>6-11 years</i>	46	<i>18+ years</i>	3	
Total number of part-time children	0				

Jumeirah College (JC) was founded in 1999, initially based in Jumeirah Primary School, its main feeder school. The college quickly moved to its own purpose-built facilities nearby, and rapidly grew into the multi-national school it is today. The college is set in the heart of Jumeirah, a popular area for British and other expatriate families.

At the time of inspection there were 1,113 students on roll from 63 different nationalities. The college has a fully inclusive policy, with a dedicated inclusion unit that provides a bespoke education for students with additional educational needs. The college is highly regarded for its outstanding results in external examinations, as well as for its ethos and culture, which is based on 6 core values of kindness, respect, integrity, resilience, positivity and thoughtfulness.

Most teachers are British educated or have previous experience of working within a British school. The college follows the National Curriculum for England and students sit GCSE, AS and A level examinations. Most students move on to well-esteemed universities in the United Kingdom (UK), although an increasing number make choices for higher education in the United States of America (USA), Canada, Australia, the United Arab Emirates (UAE) and other countries.

The college identifies some challenges:

- Restrictions within curriculum content and timetabling in order to comply with the Ministry of Education (MoE) Arabic, social studies, moral education and Islamic Education curricula;
- High rates of migration to and from Dubai.

4.1 British nature of the school

Jumeirah College is proud of its British nature, which is apparent in many aspects of college life.

A large number of the student and staff population are British. Most teachers are UK trained and have previous experience teaching in British schools. The leadership structure is similar to that in a British secondary school and leadership training through the National College is available. The college delivers the National Curriculum for England, together with GCSE, AS and A level examinations. Teaching has a distinctly British feel and most teaching resources are sourced from the UK. Most of the assessments used are derived from the UK, including GL CAT4 and suite of progress tests, and ALPS. The extensive range of curriculum enhancements mirrors best British practice, and both supports and complements the formal curriculum.

Timetabling is consistent with British norms, broken down into six periods across the day. The academic year consists of three terms. Year groups and key stages (KS) are aligned to British age groups. There is a strong house system, which gives students a sense of belonging together with a framework for competitive events. Sports are a key feature of life in the college; the college enjoys success in local and international competitions.

A British style uniform clearly identifies students at the college. This is strictly adhered to, including footwear, and gives students a sense of identity. The college's six core values are based on British values. Students enjoy many opportunities to develop leadership skills and contribute, both in the college and wider local community. A sense of community service can be seen through charitable support and action, and respect for other cultures is a deeply embedded value.

The college is proud of its Britishness. Recent events include celebrating the coronation of King Charles III and 'The Great JC Bake Off'. University fairs include representatives from a range of British universities. Recent college guests include Frank Gardner, David Harken and HM Consul General to Dubai from the British Consulate.

The college premises have a British feel, with dedicated classrooms for specialist subjects and a library well-stocked with English language books as well as an Arabic section. Recreation areas include a shady courtyard with park benches, a phone box mural and an imitation of Banksy street art.

The college is an active member of British Schools of the Middle East (BSME) and an accredited Council of British International Schools (COBIS) member.

5. Standard 1 The quality of education provided by the school

The quality of education provided is outstanding. Excellent teaching and assessment of learning, based on a robust and extensive curriculum which is delivered to students who are eager and enthusiastic to learn, results in strong learning outcomes across all subjects and in students' personal and emotional development.

5.1 Curriculum

The quality of the curriculum provided at JC is outstanding. It is broad, balanced, innovative and interesting, with an impressive range of curriculum enhancements that significantly enrich the formal curriculum offering.

An extensive range of subjects are offered at all levels. In KS3, the curriculum is diverse and well-rounded, based on the National Curriculum for England. In KS4, students pursue a comprehensive programme of predominantly GCSEs, with 4 iGCSEs, which includes a core curriculum of up to six subjects. In addition, students may choose four extra subjects from a diverse selection of 15. In KS 5, students are expertly guided in their choice of AS and A-levels to reflect their university and career aspirations. Most students follow three subjects in year 12, although there is the option of adding a fourth choice, if deemed appropriate. The college's dedication to post-16 education is evident in its comprehensive AS and A-level provision, with a range of 25 subjects available in KS5. To date, 100% of students have been able to follow their first-choice subjects. As a result of this wide-ranging and thoughtful provision, students are well-equipped for the next stage in their education.

A comprehensive curriculum policy is in place, supported by appropriate schemes of work, which together ensure a high-quality educational experience. The curriculum is regularly evaluated and revised. An ongoing review of the curriculum for KS3 will help to match learning more accurately to students' needs as they enter year 7 and move forward. The curriculum offers students extensive opportunities for growth and development across a range of disciplines, including language, mathematics, science, technology, humanities, physical education, aesthetics, and creativity. The curriculum effectively supports the vision of the college, with a clear commitment to strive for academic excellence. The curriculum is aligned to support the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) international benchmark tests.

Homework is viewed as a valuable part of a student's learning, and a clear policy is in place. *Sparx* Maths has been introduced and is having a positive impact, helping

teachers quickly prioritise areas requiring attention and used to develop memory and retention skills through retrieval practice.

A well-defined personal, social, citizenship, health, and economic education (PSCHEE) curriculum is in place to foster student growth. This covers relationships, emotional well-being, mental health, physical health, healthy lifestyles, diversity and equality, social responsibility, financial literacy, and citizenship education. The UAE's cultural context and the international nature of the college are considerations in the design of this programme. JC fully meets the MoE's curricular and time allocation requirements for Arabic, Islamic education and social and moral education.

Curriculum enrichment and enhancement at the college is exceptional and highly valued. The extra-curricular activities programme (ECAs) offers a wide range of over 60 activities every term, which develop students' interests and skills, as well as making provision for their emotional and spiritual well-being. Extensive choices include art mindfulness, old school games, business enterprise, climbing, 'JC Girls Out Loud' and 'Critical Thinking for Competitive Universities'. In the academic year 2022-23, the uptake for students attending ECAs was impressive, reaching 88% in term 1, 85% in term 2, and 82% in term 3.

Furthermore, the college organises a total of over 40 trips and educational visits throughout the academic year, encompassing academic, pastoral and community service purposes. These include Model United Nations (MUN) and sports trips, participation in the World Scholars Cup and maths competitions, as well as an exciting annual expeditions week. Additionally, there are a variety of international trips available including visits to Cyprus, Borneo, Kenya, Japan and the United States of America.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding. Student behaviour is exemplary. Expectations and standards are of the highest order. Teachers establish clear expectations, routines, and rules, and maintain a safe and inclusive space for learning. A zero-tolerance approach to behaviour management is fully supported by staff and further reinforces the college's high expectations. Students' conduct observed throughout the college is commendable.

Relationships across the college are outstanding: the college is a genuinely happy place for students and staff. It is evident that strong bonds exist between teachers and students across all subjects. Teachers exhibit empathy, respect, and understanding towards their students' circumstances, creating a nurturing and supportive classroom environment. Students feel appreciated and esteemed, fostering clear mutual respect. In a girls' physical education (PE) lesson, a student mentioned being inspired by the teacher's efforts to make the learning enjoyable.

Teachers display excellent knowledge of their subject and examination requirements, as well as a sound understanding of best practices in pedagogy. Teachers consistently communicate learning objectives to their students. Outstanding lessons foster student collaboration and generate high levels of enthusiasm through paired or group work and peer assessment, to which students respond to in a mature manner. Lessons are well paced, and resources and time are utilised productively to maximise engagement and learning.

Teachers' skilled use of questioning probes understanding and teases out misconceptions. Questions such as 'why?' and 'how do you know?' are heard repeatedly in lessons. Students are willing to answer difficult questions and tackle complex issues. For example, in a year 8 English lesson on 'The Tempest', students discussed issues of racism and differences in attitudes between Shakespeare's time and the present day. This also reflects the college's strong commitment to the diversity, equity and inclusion agenda. In all subjects, there is a strong focus on disciplinary literacy. Vocabulary and language specific to each subject is unpicked to ensure students are not just able to understand but also correctly apply language.

Independence and resilience in learning is apparent throughout the college. When undertaking the 'TikTok Iodine Clock Challenge', year 10 students demonstrated perseverance to achieve a colour transformation as close as possible to the target 60-second mark. Teachers provide learning which stretches all learners, including the most able. In a year 12 mathematics lesson on solving modulus functions, students were both excited and challenged when sketching 'moustaches' on axes. One student said he was researching how to sketch a spiral, demonstrating the high level of personal challenges which students set for themselves. Teachers and students embrace technology, which is integrated into lessons to support learning

and promote digital literacy. Across the college, students are free to record work and learning that align with their own personal preferences.

There is a “learning buzz” in lessons and around the college. Children brim with excitement and a clear thirst for knowledge. Their curiosity and sharp critical thinking skills shine through. For example, in a year 7 drama lesson, students each performed a short piece for their peers, and received feedback on it. As a plenary, all students were asked to talk briefly about what they had learnt and would take forward. They used their new skills to speak powerfully, and modelled concepts, demonstrating their understanding.

A healthy rivalry among students, aiming to attain the highest grades, create outstanding projects, and complete tasks swiftly while achieving excellent outcomes is evident. While this sense of competition is clear, students demonstrate remarkable unity and togetherness as they mutually support each other to learn and succeed.

The inclusion department offers tailored support, and makes all students feel part of the community. A robust system, including the department’s own Google site, is used to support referrals and screening tests. Data is used to inform learner profiles. Communication is a strength; parents are kept well informed about their child’s progress. A life skills class provides meaningful learning for students and a route to ASDAN qualifications. Engaging activities include *Sailability* and other off-site visits.

A clear and robust framework is in place to assess students’ work. Procedures for assessing and tracking progress are highly effective so that students of all abilities make rapid progress and succeed. Efficiently monitoring and utilising tracking data with the active involvement of students and parents is a key focus.

CAT4 is used as a baseline to generate target grades for GCSE while ALPS predicts minimum expected grades (MEG) at A level. There is no ceiling to target setting at the college and many students achieve beyond their MEG in the final examination. Internal, external, and international benchmark data effectively shape the learning process and cater to students’ individual needs. PISA, TIMSS and GL Progress tests in years 7 to 10 are used for assessing student progress and informing planning.

The college emphasises data literacy among its staff, providing training and support, which enables meaningful discussions and the implementation of interventions. Data analysis practices are very well established in KS4 and 5. Each department conducts moderation to provide accurate scores and grades. A new 9-1 grading system for marking and reports has recently been established in KS3. Data is used to evaluate student progress, monitor cohorts and individuals, and notify parents if similar issues are found in two successive assessments. A tailored gap analysis of assessments helps to determine the next learning steps based on individual needs.

5.3 Standards achieved by pupils

The standards achieved by students fully meet the requirements for BSO; students' behaviour, attainment and progress are outstanding.

The conduct of students, regard for others, and attitudes to education are commendable across the college. Students exhibit strong teamwork during lessons and demonstrate politeness and respect towards their peers and all adults in the college.

Attendance is consistently good at 94 - 95%, while punctuality is outstanding with 0.2% of students recorded as arriving late during the academic year 2022/2023. Robust procedures are in a place to address any instances of unauthorised absence.

Academic progress throughout is outstanding; the college uses internal assessments to track individual and group progress across all subjects. As required by the UAE MoE, GL progress tests are used in years 7 to 10 to track progress in English, mathematics and science. CAT4 and ALPS are used as data tools to predict grades and measure progress.

Attainment is equally impressive, comparisons against international and UK standards show that students at Jumeirah College achieve exceptionally good results in GCSE, AS, and A-level examinations. In 2022, 89% of students achieved A/B grades in their GCSE exams, 82% in their AS exams, and 86% in their A-level exams. This compares very favourably to UK equivalents of 41%, 52% and 63% respectively.

Students are successful in applying for university places worldwide. Study destinations include the United Kingdom, America, Canada, Australia, Netherlands, Ireland and the UAE, amongst others.

6. *Standard 2* Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of students at JC is outstanding. The college actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The college's values of kindness, respect, integrity, resilience, positivity and thoughtfulness permeate across the college and are role modelled by staff. Students demonstrate exceptional conduct, exhibiting high standards of behaviour both inside and outside the classroom. Students are friendly, confident, and polite. They show respect for their peers, staff and the college's environment. One member of the canteen staff commented, "The students are nice, the way they are talking... they are good, they ask nicely".

Students explore and develop their beliefs and grow an understanding of their inner selves, values, and things greater than themselves. A broad and rich range of spiritual opportunities are accessible to students. Examples of these are the college prayer rooms, experiencing the rituals of Umrah on a trip to Saudi Arabia, the Japanese Peace Pagoda in Sri Lanka, the Seville cathedral in Granada and the demilitarised zone in South Korea. Within the college's ECA programme mindfulness, yoga, horse-riding, sailing, drama, crochet, art, prayer and music allow pupils to engage in activities that nourish their souls and bring them joy.

The college's PSCHEE programme of enriched moral education and social studies develops students' awareness and understanding of boundaries and healthy relationships. Students' artwork reflects students expressing and translating the complexity of deep, reflective thought authentically. Parents trust the college with their child's development and praise the balance between student well-being and academic development. One parent commented, "The college recognises the importance of my child's well-being in order to achieve their best".

Social development takes place through a range of initiatives and programs at JC. Students consistently demonstrate excellent behaviour in lessons and across the college, showing consideration, respect, and compassion towards others. The college's effective strategies to promote high standards of behaviour contribute to students' strong moral values. The college's pastoral support and well-being curriculum foster their understanding of self, character strengths, and the importance of making sound ethical choices.

Student leadership is strong and visible within the college. The house system forms the spine of many vertically and in-year activities, where the house captains lead events with teachers as facilitators. Staff are proud of the successes of student leadership. Other student leadership opportunities involve community service, sports, cultural, environment, performing arts, well-being and innovation. The college's ECAs play a vital role in promoting a sense of community, active participation and opportunities to participate. Students at JC

want to come to college, lead and show initiative. A parent commented, "There has never been a day when my child has not wanted to come to school".

The PSCHEE curriculum is responsive to the student body's needs as well as trends over time. Annual PASS surveys are used to address student concerns and promote self-confidence. Termly, students complete well-being quizzes, which feed into tailored conversations with tutors. Daily, students are posed with reflective well-being questions online through Upstrive – feedback to staff is instant and concerns are addressed quickly. The College Counsellor and Careers Counsellor actively support students and families with advice on well-being and social skills development.

The diverse community is a strength of a college, with a cohort of 64 different nationalities. Students passionately comment on this as a point for celebration and an opportunity to learn more about others and be "good global citizens". There is a strong emphasis on promoting cultural understanding. Students actively explore and appreciate different cultures and traditions, both through the curriculum and college-wide events such as Diwali, International Day, Winter Concert, Spring Fair and the Iftar meal. The college's inclusive approach ensures that all cultures are respected and valued equally, creating a harmonious college community. JC provides excellent opportunities for students' cultural development, ensuring they emerge as well-rounded individuals with a deep appreciation of culture in its widest sense.

A carefully integrated approach to careers guidance begins in grade 8, when students explore their interests and aptitudes to develop career aspirations. This is enhanced with a 'Go to work with a parent day' on the college calendar. 'Unifrog' is used from Year 9. Psychometric test data is triangulated with student academic data and informs one-to-one tutor discussion, and meetings with the head of year. This develops as pupils progress into KS4. In KS5, students are successful in their university applications worldwide. College alumni are a strong college resource in these areas. A recent graduate shared her experience at Oxford University, from application through to graduation, via an online discussion. Students also experience work and internship opportunities through parent and alumni partnerships.

JC's dedication to fostering a sense of integrity, respect, care, enquiry, reflection, and perseverance is evident in students' exceptional conduct and their understanding of the wider world. The college's emphasis on cultural understanding and appreciation further enhances students' holistic development, preparing them for future success and active participation in society.

The college's commitment to providing exceptional opportunities, high-quality pastoral support and a rich co-curricular program create an environment where students thrive, and become confident, considerate, and compassionate individuals.

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

JC is committed to providing outstanding provision for the welfare, health, and safety of its students. The college maintains rigorous policies and procedures that comply with local and UK regulations. Clear lines of reporting are in place and records are maintained diligently.

Standards of behaviour at the college are high, underpinned by a behaviour policy which promotes consistent approaches. The anti-bullying policy provides clear guidelines and any infringements are dealt with appropriately. Stringent safeguarding arrangements, including staff recruitment and training, are carefully monitored. All staff receive annual level 1 safeguarding training in their mother tongue. In addition, 11 members of staff are trained to level 3. Comprehensive child protection and safeguarding policies are shared with all stakeholders. Confidential records of all safeguarding concerns are recorded on the 'GEMS Guard' platform. A well-planned program of assemblies reinforces student safety through themes such as online safety, UAE Child Rights, abusive behaviour and respecting boundaries.

During the day, staff duty rotas are in place and staff actively engage with students. All visitors are required to sign in with verifiable ID. Arrival and dismissal procedures are well supervised. Security staff diligently monitor the college's gates and ensure smooth traffic management during drop-off and pick-up times. Bus systems are smoothly operated with stringent safety procedures, supervised by trained and observant bus assistants and drivers.

The college clinic operates throughout the day, with a doctor and two nurses who deal with all health-related issues. Medicines and equipment are securely stored and accurate records are maintained on SIMS. Two defibrillators and first aid boxes are available across the college. Information sessions on subjects such as personal hygiene and dealing with exam stress are arranged regularly by clinic staff and councillors to educate students on maintaining good mental and physical health. Healthy living is promoted at every opportunity including the provision of healthy food in the canteen, and filtered water. Health awareness posters around the college cover topics such as The Science of Happiness, The Importance of Sleep, and 7 Reasons Why Breakfast is Important, prompting students to reflect on lifestyle choices.

Weekly site walks are conducted using a comprehensive safety checklist. Any safety issues are recorded and dealt with promptly. Fire systems checks and drills are conducted regularly. CCTV provides a network of coverage across the campus. All safety policies are reviewed regularly and approved by GEMS. Thorough risk assessments are undertaken for off campus visits as well as all onsite lessons and activities.

The college has an admissions policy and admissions officer in place. Attendance registers are maintained electronically and conform to local regulatory requirements. JC has communicated to parents the importance of good attendance, highlighting the risks of poor attendance and the possible impact on academic attainment.

8. *Standard 4* The suitability of the proprietor and staff

The suitability of the proprietor and staff meets the standard for BSO, it is outstanding.

The college follows robust procedures when recruiting new staff, which include international advertising on TES, the use of the 'Cazar' portal for managing applications and bespoke documentation for applications and references. Checks are carried out to confirm identity, qualifications, medical fitness and the person's right to work in the UAE, in line with safer recruitment best practice. A minimum of two confidential written references are sought, followed up with a phone call to confirm details. Other checks regarding the applicant's suitability to work with children include seeking International Child Protection certificates (ICPC), police clearance checks where applicants have lived outside of the UK and checks for disbarring from regulated activity. Similar safeguarding checks are made for all college employees, board members and volunteers.

An induction programme prepares new teachers for their role in the college and life in the UAE, followed by a 6-month probationary period. Ongoing professional development is tailored to college needs, identified through departmental self-assessment and learning walks as well as personalised to individual staff needs. Training is provided by external providers as well as in-house, ranging from weekly 15-minute 'Teach Meets' to a full day carousel of trainings. New initiatives in instructional peer coaching and self-review, with dedicated non-contact time, will further add to effective professional development.

All staff undergo annual child protection and safeguarding training. This is provided in mother tongue languages for non-native English-speaking staff. A detailed single central register is robustly maintained, backed up with hard copies of documents; these were made available to inspectors.

GEMS corporate governance, in collaboration with senior leaders, provides clear strategic direction for major developments and ensures the college is well-resourced. The local advisory board (LAB) acts as a critical friend and enables leaders to view the college objectively through a different lens.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the college meets the standards for BSO and are outstanding.

The college offers a well organised and stimulating environment which allows students to thrive. Sports facilities include a gymnasium, tennis courts, an AstroTurf sports area and a covered outdoor swimming pool. Art rooms and music rooms are well stocked and provide for the specialist teaching of these subjects. A bright and welcoming library is located on the first floor and includes meeting rooms and study areas. Throughout, there are excellent displays of student work relating to the current curriculum and information to support the holistic life of the college.

Classrooms and learning areas are spacious and well ventilated. Window blinds provide light filtering and aid control of room temperatures. Students move around the campus sensibly at lesson changeover times. Corridors are spacious, stairways are well lit and have appropriate bannisters. There is a lift and ramps offering access for all if required. An Evac chair is available for emergency use on stairs.

Outdoor areas are in abundance and are well used by students at break times. Large, shaded areas have been creatively designed in courtyards to allow students quiet spaces to relax and socialise. There is ample shade around all student areas where they can eat their packed lunches or food from the onsite canteen.

Toilets and washrooms are located at strategic points throughout all the buildings and are age appropriate, clean, and well maintained. Water in washrooms is of an appropriate temperature and there is a good supply of drinking water in different locations around the college. The clinic is well appointed and located near to the sports facilities.

The college campus has a clearly marked perimeter boundary. The boundary has parking and access areas that are gated at two exit and entry points. Bus parking areas are safely controlled.

JC has ambitious plans to further develop the college campus. Work has already commenced to extend the land area considerably. This will allow for, amongst others, a new sixth form facility; development of sports areas; new laboratories; a performing arts centre; science, technology, engineering, art and mathematics (STEAM) room; green room; library; and further enhance the aesthetic appearance of the college overall.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others meets the standard for BSO, it is consistently excellent and fosters a strong partnership between the college and families.

JC demonstrates transparency and accountability by readily providing necessary information to parents. The college's website is a comprehensive resource, providing access to essential documents such as the college's vision, core values, policies, admissions information, complaints procedure and curriculum offer. Essential policies, including admissions, curriculum, anti-bullying, and health and safety, are readily accessible. The college's address, telephone number, and contact details for key personnel, are provided through various channels.

A wide range of communication channels effectively facilitates information sharing. Parents describe communication as purposeful and timely, and speak highly of the GEMS Connect App, noting ease of use and being able to find previous years' reports and relevant information. Parents receive college information emails, head of year weekly bulletins, monthly newsletters, and brief WhatsApp messages for updates and notifications. Parents are particularly fond of the celebration emails they receive about their children, one parent commented, "I love those!".

JC maintains an active online presence, utilising social media platforms such as Facebook, Instagram and Twitter to celebrate college events, share announcements, and engage with the college community. Pupils make good use of Google Classroom and teachers use SIMS to record attendance as well as house achievement points.

Transparent and open communication between parents and teachers is prioritised. Progress reports are sent home termly. In the third term, a comprehensive report on students' academic, personal, and social development is shared. Parent conferences provide valuable opportunities for in-depth discussions on these reports. Meetings are booked through 'School Cloud' and take place online. Communications with the college was described as "streamlined" by parents, who praised teachers' approachability and flexibility: "staff go beyond what was expected to support both student well-being and academic development".

The college actively encourages parental involvement in the education of their children, through various events and communication formats. Welcome meetings at the start of the academic year facilitate parents' interaction with teachers and provide insights into the curriculum. Parental Engagements Meetings (PEMs) inform parents about curriculum changes and activities such as trips. The parent teacher association (PTA), working with the principal, has increased opportunities for parental engagement. The Parental Partnership Programme (PPP) regularly offers workshops and educational sessions to guide and inform parents, covering topics such as well-being and how to support their child to fulfil their potential. The college recognises the importance of supporting parents in their role as educators.

11. Standard 7

The school's procedure for handling complaints

The college's procedure for handling complaints meets the requirements for BSO.

A robust policy is in place which details steps which would be taken to resolve any complaint raised. This is available in the parents' handbook and on request from the college.

In the first instance a complainant should speak directly to the member of staff involved. Should this fail to bring a resolution the matter can be escalated verbally through the college leadership, ultimately to the principal. If, at this point, the complainant remains dissatisfied, a formal complaint can be submitted by letter to the Chief of Schools at GEMS who will set up an independent committee to investigate the matter fully. Within 10 days, a written report will be compiled and sent to the complainant and principal of the college. A parent wishing to take a matter further still would need to contact the Dubai Knowledge and Human Development Authority (KHDA).

The college's parent relationship executive (PRE) handles most concerns raised informally, whilst any issues which require further investigation are passed on to the relevant member of staff. The vast majority of issues are satisfactorily resolved through informal means, discussion and dialogue. Accurate records are kept of all complaints and their outcome.

12. Standard 8 Leadership and management of the school

The leadership and management of the college are outstanding.

The senior leadership team set high expectations across the college and model these in their own attitudes and behaviours. The acting principal has provided clear guidance for the college through a year which has seen two inspections and significant decisions made around college development and growth, while the new executive principal is helping to strengthen bonds between the college and its main feeder primary school. Thoughtful succession planning together with leadership training and mentoring ensure continuity of leadership across time. College leaders at all levels have a good understanding of the strengths of the college and are able to efficiently identify and prioritise areas for development, which are written into cohesive plans for improvement.

College leaders place student happiness, well-being and success at the centre of all decision making. They ensure that students are challenged and supported, academically, socially and emotionally; as a result, students are extremely well cared for and feel safe. The college's values provide a framework which sets expectations for behaviour and attitudes to learning and life. An ethos has been created which encourages students to take risks in a supportive learning environment, with mutual respect and trust between students and teachers and within the student body. As a result, students make excellent progress and academic attainment is strong, as evidenced in the outstanding results in external examinations.

Alongside high levels of care for students, the focus on staff-wellbeing and the sense of community results in high levels of staff morale, observed through strong staff retention and commitment to the college. All staff are valued and respected, as a result they take pride in their work, be it as administrators, guards, cleaners or teachers.

Communications with parents are a strength of the college. Leaders ensure that parents feel involved in, and well informed concerning their child's education and development. The opinions of parents are regularly sought regarding college improvements and wider matters through surveys and discussions, and parents are represented on the local advisory board which guides college developments.

College leaders are held to account for key aspects of college life, including staffing, finance and the quality of education provided. A cycle of performance management and professional development cascades key priorities down and provides support to ensure they are fulfilled.

The college runs very efficiently on a day-to-day basis, with effective procedures in place. Finances are effectively managed, and careful analysis has led to ambitious plans for new developments to meet the needs of the college for the foreseeable future.