

Jumeirah English Speaking School

British Schools Overseas Inspection Report

Inspection dates: 21–24 March 2016

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Age group: 3-18
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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 Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust 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 the Dubai Schools Inspection Bureau (DSIB). The DSIB inspection evaluated the school'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 the 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

Jumeirah English Speaking School (JESS) is a British international school, located in the community of Arabian Ranches. The school was established on its present site in 2005. The school has a sister primary school with which it shares a school director and board of governors. The school provides education to 1374 pupils aged three to 18 years, making it smaller than many similar all-age schools in Dubai; year groups in the secondary school are twice as large as those in the primary or early years. The school has a diverse population of whom the majority holds British passports. The school has identified a small minority of pupils who speak English as an additional language. The school has identified 38 pupils as having some form of special educational need. The school offers the Early Years Foundation Stage (early years) for its young children. Pupils aged over five follow a curriculum formed around the English National Curriculum. In the secondary school, pupils take International General Certificate of Secondary Education (IGCSE) and General Certificate of School Education (GCSE) examinations and students in the sixth form follow the International Baccalaureate (IB). The majority of students continue their studies in universities in the United Kingdom (UK). Pupils across the school participate in a range of tests, making international comparisons of learning possible. Most teachers have been trained in the UK and Ireland.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The school was notified of the inspection date three weeks in advance. Schools in Dubai are required to submit documents online each year and inspection teams can view these. The inspection team had access to a wealth of information about the school prior to the inspection. On this combined inspection, there were also nine DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 140 lessons. They held 46 meetings with school governors, the school director, staff, parents and carers. They also met with groups of pupils. Inspectors observed the school's daily routines and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. They also met with a group of parents and examined the results of questionnaire surveys returned by pupils, parents and staff, and followed up on issues that were raised.

Evaluation of the school

Jumeirah English Speaking School (JESS) provides an outstanding education for its pupils. They make excellent progress throughout the school and reach very high standards in almost all subjects. Results are improving from a very high starting position. As a result of excellent leadership and the very high quality of teaching, the school has outstanding capacity to improve further from its existing very high level and also to support other schools on their journeys towards improvement.

In the early years (Foundation Stage 1 and 2), progress is outstanding. Children, including those who are less familiar initially with English, make excellent progress towards achieving the early learning goals. This is from starting points that are lower in personal development and self-care than in other prime areas. By the end of the early years, most children are achieving at levels which are equal to, and often higher than, their peers in English schools. The greatest improvements are in children's ability to communicate and in their personal and social skills. Children's creative skills are progressing well but not as fast as in other areas and the school has already identified this is an area for further improvement.

Attainment and progress in **English** across the age range are outstanding. In the early years, children speak confidently. They use phonic knowledge to decipher words, can write simple sentences and retell well-known stories.

Pupils continue to make rapid progress in the primary phase. They are highly articulate as demonstrated by Year 6 pupils when they enacted scenes from the Second World War, informed by their reading and research. Pupils read fluently with expression and write extensively for a range of audiences and purposes, using appropriate language and challenging grammar. Year 3 pupils constructed diaries of convicts transported to Australia so that younger children could understand them. The progress of students who have special educational needs is accelerated by tablet computer applications, which particularly appeal to boys and reluctant readers.

By the end of Key Stage 4, secondary pupils exceed the standards of pupils entering national or international examinations; similarly high achievement is true of IB students. Pupils participate enthusiastically in discussions where they analyse and reflect upon the actions of characters from texts they have studied. In a discussion of *Macbeth*, they spoke knowledgeably about how Shakespeare had created an atmosphere of menace in the opening scene with his portrayal of the three witches. In Year 13, students studying *The Great Gatsby* critically analysed literary

features and used well-selected quotations to exemplify their views. Their writing shows a very good grasp of grammar, which they use accurately and precisely. They can organise and integrate various pieces of information into pieces of extended writing in a variety of genres. Students hone their oral skills to develop research questions for individual presentations.

Pupils' attainment and progress in **mathematics** are outstanding in all phases. Pupils attain very high levels of performance in external examinations, including where it is possible to make international comparisons.

In the early years, children quickly develop their mathematical skills. By the end of the early years, most children are counting competently to at least 20 and show a good grasp of equivalence. They can calculate simple additions and double numbers, with some children achieving this entirely in their head without any need for artefacts or using fingers.

By the time pupils reach the end of the primary phase, they achieve results considerably above the United Kingdom national average. They are adept at problem-solving and enjoy challenge. Nearly all are confident and competent in all aspects of basic mathematics and enjoy their learning. This is especially so when given the opportunity to undertake and record practical challenges such as recording diagrammatically the constituents of breakfast cereals.

Pupils in Key Stage 3 continue to make outstanding progress and, by the end of Year 9, are achieving well above the national average for schools in England. Over 44% achieve the highest possible level in standard assessment tasks.

Results in GCSE examinations are also outstanding with 79% of pupils passing with the highest grades of A*, A or B. They use graphics calculators to plot a variety of graphs and solve problems. At the end of the IB course, students achieve levels well above the world average whether they are following the standard or higher levels of mathematical studies. Results for those studying Higher Level mathematics in 2015 were significantly higher than the world average. Students show, for example, high levels of ability when working on differentiation within their work on calculus.

Attainment in **science** is outstanding in all phases. Pupils make consistently outstanding progress in the development of their scientific skills and knowledge. Interactive teaching and learning are the norm and lessons include most effectively practical activities that support the development of pupils' investigative skills.

From the moment children join early years, teachers provide exceptionally well-planned opportunities that successfully develop their independent learning and problem-solving skills in relation to their knowledge of the world. Children learn about factors affecting the melting of ice and notice that it melts more quickly when salt is added.

In the primary school, pupils make outstanding progress. Over the last three years, a very large majority of pupils exceeded the minimum standard expected. Cross-curricular themes are strong and teachers and pupils readily use information and communication technology (ICT) to access information and extend learning. For example, Year 1 pupils used 'QR' codes when investigating differences between the northern and southern hemispheres and the timings of the seasons.

In the secondary school, the development of pupils' investigative skills continues unabated and attainment is outstanding in both GCSE and IGCSE examinations. Year 9 pupils understand the digestive process and the role of digestive enzymes in breaking down food molecules.

Students' IB science results are high and have been above world standards for the last three years. In 2015, standards in biology at Higher Level were particularly strong. Standards and progress are consistently outstanding. Students apply their learning skills most effectively when reviewing their work and seeking potential improvements. Year 13 students identified uncertainties and limitations when using potometers to measure the rate of transpiration in plants. Working within cohesive groups, students took responsibility for recording data and then presented their results so that conclusions could be drawn.

Attainment across the school is high and pupils achieve outstanding results in most subjects. Results are improving year on year as measured against both UK and world averages. This is reflected in the exceptional successes in both GCSE and IB examinations. GCSE results are well above the national comparison with English schools and, in IB, students' scores are appreciably above the world average. Pupils' progress in Arabic language learning is improving across the school whether pupils are learning Arabic as their first or as an additional language. Pupils also achieve well in a range of competitions at local, national and international levels and there are talented sportsmen and women, musicians, computer experts and debaters, for example. Disabled pupils and those who have special educational needs make excellent progress because of the high quality support provided. Pupils identified as gifted and talented are appropriately challenged and, as a result, make outstanding progress as do those who speak English as an additional language.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding. Even so, there is scope to plan more explicitly for teaching about British institutions (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The premises and accommodation meet the requirements of this Standard. They are of outstanding quality (see Standard 5 below).
- The provision of information for parents meets the requirements of the Standard. Information is of outstanding quality (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the Standard. They are of outstanding quality (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 9 below).

As a result of this inspection, undertaken during March 2016, 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 school meets the requirements of this Standard. **The curriculum is outstanding across the school.** It matches fully the requirements of the framework for the Early Years Foundation Stage and the National Curriculum for England. Students in the sixth form follow the IB Diploma programme, receiving a high quality of education. As a result, pupils are able to enter or re-enter the British educational system and gain access to British universities. Britishness permeates the curriculum as evidenced in the choice of reading materials, historical landmarks and special events, for example.

There is a very good balance between developing subject knowledge and learning skills. Pupils are encouraged to conduct research from an early age and quickly develop independent and collaborative learning skills. Careful planning ensures good progression between different phases of the school.

The curriculum is regularly reviewed and improved. The current focus is to develop the skills and attributes of the IB learner profile across the school. Personal, social and health education has been enhanced through a new weekly social studies lesson for secondary pupils, focused on values and ethics. The curricula for both Arabic and Islamic Studies are rightly being accorded a higher profile. Innovative development of the literacy programme has accelerated pupils' progress, improved attainment and increased pupils' confidence and enjoyment of reading and writing.

Learning is made exciting and primary pupils are enthused by 'challenge and choice' homework that extends their learning well. Numerous opportunities are created for pupils to develop skills in spoken language and literacy through role play, drama, presentations, talk partners and debate. Numeracy skills are developed consistently across the school through application to real-life situations and problem solving.

Excellent advice and support are provided to help pupils select the right subjects for examination courses from a wide range. Pupils and students appreciate, and benefit from, ongoing personal and careers advice. The accelerated mathematics programme enables the most able pupils to sit examinations one year early and to progress onto further mathematics or pre-IB courses in Year 11. In science, pupils can choose how many subjects to study.

Where pupils have specific needs they are supported well and may take a slightly reduced number of subjects. There are specific enrichment activities for the most able pupils and, in all lessons, the curriculum is modified well to meet the needs of all pupils, including those who speak English as an additional language.

Outstanding use of technology provides pupils with opportunities to develop independent learning and research skills and prepares them well for the next stages of education and employment. Children in the early years already use mobile technology independently to enhance their learning.

The curriculum is enhanced through guest speakers, community events and extensive visits both locally and further afield such as when young mathematicians recently attended a prestigious mathematical competition in the Netherlands. There are many opportunities for pupils to develop confidence through leading assemblies. Older pupils often support younger ones, as in an enactment of evacuation in the Second World War where very effective teaching to Year 6 pupils was led in part by students from the sixth form.

There is a rich and diverse programme of extra-curricular and enrichment activities, including the Duke of Edinburgh International Award and visits to countries where students contribute to social improvement initiatives. A wide range of sporting, cultural and performing arts activities cater for all students. Older students independently establish and organise an extensive range of clubs and special interests including a human rights club and Model United Nations.

The quality of teaching and learning is outstanding in all phases. Teachers consistently provide different levels of challenge and questioning that match closely pupils' individual abilities. Teachers work hard, have high expectations for their pupils to succeed and are excellent role models.

Pupils learn within a purposeful and vibrant learning environment which engages pupils' interest. Small class sizes help teachers to provide sustained attention to individuals and lessons move at a brisk pace. Teachers apply their expert subject knowledge most effectively and provide high quality, clear explanations and challenging questions that strongly support pupils' development, understanding and progress.

When present, additional classroom staff, including learning assistants, technicians and volunteers, make a significant contribution to pupils' learning. Teachers place the highest priority on developing pupils as independent, self-motivated and collaborative learners. The use of mobile technology is fully integrated into teaching and learning. For example, pupils in Year 6 use interactive presentations when working on equivalent fractions. In the primary school, the use of mobile applications helps to raise the attainment of reluctant readers. Support for disabled pupils and those who have special educational needs is well targeted through withdrawal and in-class support and helps these pupils to progress well.

Throughout the school, there is a sharp focus on developing pupils' investigative and problem-solving skills, not just on memorising facts. Teachers provide a wide range of interesting activities that promote pupils' ability to work independently and in groups. For example, Year 6 pupils created an electrically powered car and considered issues involving the electrical circuitry and potential repercussions of overloading the motor. Teachers create a purposeful, challenging and enjoyable learning environment.

Teachers' skilful questioning clarifies understanding and extends pupils' learning. Lessons are planned to be relevant and enriching to pupils' lives. For example, Year 10 pupils discuss cultural imperialism and the extent to which society could, and should, tolerate opposing moral values. When devising a mathematical model that could be used to reduce costs incurred when testing blood, Year 12 pupils worked very well in groups to consider and improve each other's contributions.

Teachers implement a very wide range of assessment strategies. These inform detailed lesson plans and precise learning objectives. Teachers in the primary school and Key Stage 3 are

continuing to use National Curriculum levels of assessment, while working on developing a suitable alternative. Within early years, teachers undertake a rigorous and accurate baseline assessment of children's initial skills that enables thorough and precise tracking of their subsequent progress. Assessment is directly linked to planning objectives for learning that are both teacher-led and initiated by pupils. Teachers use a variety of innovative ways to assess pupils in a sensitive, ongoing way to track carefully how they are progressing. Pupils are encouraged to assess their own performance and work with peers to assess what they have achieved in lessons.

The school's marking policy is very clear and heads of department rigorously monitor its implementation. They undertake 'book trawls' to check the quality of written feedback and the guidance given to pupils on how to improve their work. Marking of pupils' work is meticulous and includes precise feedback which pupils value.

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

The school meets the requirements of this Standard. The spiritual, moral, social and cultural development of students is outstanding. A positive ethos permeates all aspects of school life. Pupils are self-disciplined and their behaviour is exemplary. They are enthusiastic learners who are consistently courteous, considerate and respectful of each other, visitors and all members of the school community. They adhere to the school's 'golden rule' of treating others as you would wish to be treated yourself.

The school enables children from the earliest age to develop personal and social skills and gain self-confidence. In lessons, pupils respond enthusiastically to the numerous opportunities to work collaboratively, share ideas and take responsibility for their own learning.

Pupils develop well as a result of a culture that promotes self-reliance and critical self-reflection within which challenge is welcomed and where self and peer assessment are the norm across the entire curriculum and age range. In the early years and primary phases, pupils learn about social values in age-appropriate ways through circle time; in the secondary years a social studies programme focuses on social values and ethical issues to help pupils face the challenges of growing up in a rapidly changing, multicultural and media-driven society.

Pupils show respect and tolerance for the belief systems, values and cultures of others. They have a well-developed understanding of the different cultures represented in the school, particularly British and Emirati cultures and traditions. Most pupils know what to do when conflict arises and how to resolve it, applying their critical-thinking skills and forming their own opinions as to what actions to take. A system of restorative justice helps pupils reconcile differences and understand the impact of their actions on others. Bullying is extremely rare and the 'Random Acts of Kindness Club' indicates pupils' concerns for each other. Initiatives such as cyber-safety sessions help pupils reflect on cyber bullying and are enhanced by the recent presence of a female police officer in a teaching role.

Pupils' achievements are celebrated and rewarded in class and school assemblies, boosting their self-esteem and recognising the achievements of others. Pupils exercise responsibility as prefects, house captains, head boy and head girl and demonstrate initiative as members of the school council. They lead assemblies, and develop entrepreneurial skills in raising funds for charities. Older students contribute significantly to the life of the school and to the wellbeing of younger pupils, with some trained as counsellors. Others make presentations to their peers on examination revision techniques, advise on transition into the IB and organise subject clubs to promote sharing of common interests and passions.

Pupils contribute to the various recycling initiatives in the school and trips include a focus on community environmental issues. Pastoral and house systems contribute to the development of the individual as a whole person. There are many opportunities for promoting pupils' general knowledge and understanding of modern British life and the responsibilities of citizenship. In business studies, for example, students explored the advantages and disadvantages of the UK withdrawing from the European Union and examined issues relating to British identity, immigration and possible economic impact. Pupils also explore issues relating to sovereignty and democracy. There is not yet any planning to ensure that all pupils learn explicitly about British institutions. Remembrance Day is commemorated with reverence and respect.

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

The school meets the requirements of the Standard. Provision for health and safety is outstanding. Attendance and punctuality are excellent; students enjoy school. Parents report that their children are very safe in school. Health and safety are seen as everyone's responsibility and a wide range of policies ensures a highly proactive approach to all aspects of health, safety and security. Pupils are well supervised at all times. There are adequate systems to check pupils and visitors as they enter the school. The school site is secure; regular and monitored safety walks occur at least twice a day. All staff complete both regular and formal termly safety checks in relation to their area of work.

The medical team maintains scrupulous records and provides immediate support when needed. Members play a key role in helping to establish healthy habits and liaising with teachers and counsellors to ensure the wellbeing of each pupil. Medicines are stored safely and all records are kept confidentially. Trained first aiders supplement the medical care team and staff plan carefully to ensure that all visits are properly risk assessed and planned. The swimming pools are well maintained and there is always a lifeguard on duty. A pool evacuation alarm has been installed recently.

The school has recently revised some of its policies in relation to health and safety. It has, for example, introduced a lockdown policy to ensure appropriate actions in the case of an emergency and has rehearsed and evaluated procedures. These are now of a high standard. Suitable arrangements are in place for fire prevention and all equipment is maintained on a regular basis. The school places a high priority on the safe storage of chemicals and teachers and support staff emphasise the importance of health and safety issues during practical lessons where there may be danger.

The school pays very serious attention to all aspects related to child protection and safeguarding. Some staff are qualified to lead training in school on a regular basis. Temporary and new staff are informed of relevant policies as a matter of priority. The school has recently revised all of its procedures for appointing staff to ensure that sufficient checks are in place. These are aligned fully with UK and Dubai recommendations.

From an early age, pupils are encouraged to take responsibility for their own care and that of others and they respond to this very positively. New pupils are welcomed and supported by staff and 'buddies' and there is excellent, ongoing pastoral support from teachers and counsellors.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of the Standard. Governors ensure that there is full compliance with local requirements regarding identity, right to work in the UAE, and suitability to work with children. Safeguarding practice is extended to governors. The school ensures that all staff qualifications are genuine and that contractors working on site are carefully checked and supervised. There is a comprehensive list of staff who work in the school. It shows the dates when they commenced and ceased working at the school and safety checks are recorded electronically with evidence in accordance with local law. Volunteers are not subjected to the same checks as they are never left alone with unsupervised pupils.

The governors of the school are appointed from within the board itself when vacancies or specific needs arise. The school has a number of staff trained in safer recruitment and more are scheduled to take this training.

Standard 5. The premises and accommodation

The requirements of this standard are met. The school is on a thoughtfully landscaped site and is spacious and airy. It has been well designed to include a range of specialist areas for learning which are exceptionally conducive to teaching and learning. The site has few closed corridors; trees provide shade for much of the premises. The school is very well maintained and security is given high priority.

There are designated areas for each phase of the school and, in the early years, children have access to high quality indoor and outdoor learning spaces. There are specialist areas for subjects such as music, drama, art, technology, physical education, computing and science used largely by pupils from the secondary school and sixth form. Sixth-form students have their own block including comfortable social as well as learning areas. These support their development as emerging independent and social learners and prepare them very well for post-school education.

Each school has a well-resourced, attractive 'Oasis' to support pupils with particular needs. The school has ramps enabling access to many areas on the ground floor. There is no provision to allow wheelchair users to access higher levels in the school. A washroom is soon to be converted for disabled pupils. There are sufficient washrooms for both boys and girls. There is

an excellent shaded swimming pool and a learner pool. There is plenty of outdoor space for play, recreation and for sport, although there is limited shade in some areas.

Both schools have an attractive and well-used library that is well-stocked with fiction and non-fiction books. There are sufficient, well-maintained classrooms that provide very attractive learning environments. They are well ventilated and lit. They are well-ventilated and well lit. Learning is enhanced by the ready availability of technology from hand-held computers to interactive whiteboards.

Office space is plentiful and there are areas for private conversations and guidance. The school has a well-equipped medical area. The canteen provides a comfortable environment to eat, both inside and outside. All suitable hygiene arrangements for the preparation, serving and consumption of food are in place in the school kitchen.

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

The school meets the requirements of this Standard. Almost all parents are very happy with the quality of information provided. They appreciate particularly the willingness of all staff to share their time and knowledge for the benefit of their children. This starts in the early years with very regular, often daily, face-to-face meetings and electronic communication. This close collaboration continues with meetings or workshops relating to the curriculum and a warm welcome to parents who wish to visit classrooms. Parents were enthralled when pupils in Year 3 presented them with interesting accounts of their work on Scott and Amundsen's race to the South Pole. There are also opportunities to meet teachers when pupils change classes at the end of each school year as well as regular parents' meetings to discuss progress made.

In the secondary school, and in preparation for entry to the sixth form, there are plentiful opportunities for parents to discuss the most suitable opportunities for the future education for their children; these are highly valued. A few parents suggested that they do not feel adequately supported to help their children at home but inspectors found no evidence to support this. School leaders are regularly available and there are flourishing JESS parent groups.

The school contacts parents very promptly if issues arise around any matter affecting their child's wellbeing, including following up rapidly on non-attendance. Parents commented very favourably on the school's rapid response to any issues of alleged bullying. The Oasis centres work very closely with parents to support pupils with specific needs whether these relate to academic or personal progress.

The website provides considerable information for parents, including key policies relating to health and safety, behaviour and complaints. It has recently been upgraded to provide information about contacting governors and includes helpful pen portraits of each individual. This good practice could be usefully extended to provide information about teachers. The 'communicator' on the school's web portal provides routine information for parents about activities and events.

Parents receive good quality written reports of their children's progress twice a year. These show detailed knowledge of the pupil as a person and a learner and include specific targets for improvement. End-of-year reports are particularly detailed in terms of not only learning, but also pupils' social development; these are much appreciated by parents.

Standard 7. The school's procedures for handling complaints

The school's procedures for handling complaints meet the requirements of the BSO Standard. The school has a clear and detailed policy that outlines how parents should proceed if they have a complaint. This includes a number of steps that lead to a formal hearing and, if needed, this is attended by impartial governors and someone with no links to the school. The policy is available on the school's website and sets out relevant timescales and procedures. Any matters that require resolution through the complaints procedure are formalised with confidential written records.

The school attaches great importance to maintaining close contact with parents through its teachers and leaders and expects matters to be dealt with informally in most cases. This approach is proving successful and no formal complaints have been registered since the arrival of the school director in September 2015.

Standard 8. The quality of provision for boarding

The school has no boarding provision.

Standard 9. Leadership and management of the school

The school meets the requirements of this Standard. The quality of leadership and management in the school is outstanding. The school has a newly established leadership team with the school director and some other key post holders taking up post in September 2015. Working in close collaboration with the governing body, the school is fulfilling its aim of 'achieving excellence together'. Teamwork is of the highest order and staff, parents and pupils unite around this vision. Leaders want the very best for their pupils and to build on the very successful and positive inspections that they have received previously. Pride in the school is evident as result.

Senior and middle leaders share a wholehearted commitment to ongoing improvement and are passionately keen to develop themselves, their staff and their school for the benefit of pupils. They reflect carefully on all that they do and know their strengths and areas for development exceptionally well. Their self-evaluation is outstanding and provides a strong basis for ambitious plans which are creative and achievable. The school functions very well as an organisation with leaders supported by highly effective administrators. The separate responsibilities of the governors and the school's professional leadership are understood and respected.

Middle leadership is exceptionally strong and makes a significant contribution to achieving the school's quest for excellence. Heads of department and subject leaders identify priorities for development and ensure action plans are focused on raising pupils' attainment. Collaborating closely with senior leaders, they review the progress of individual pupils and set specific targets for them to achieve, devising appropriate support strategies as needed. Analysis of examination performance is thorough. In mathematics, for example, an initiative is being trialled to teach most able girls and boys in single gender groups to increase the performance of both. Departments and specialist areas such as early years and the Oasis centres are exceptionally well led and managed, supporting outstanding outcomes.

Relationships between staff, leaders and pupils are excellent. There is an inclusive and open style of leadership. New staff receive outstanding support when settling into the school and they soon feel themselves to be valued members of staff who can contribute to its development. Leaders are committed to ensuring equal opportunities for staff and pupils alike. They also tackle any discrimination. A number of working parties involve staff in whole-school issues. Excellent working conditions and outstanding professional development opportunities provided by colleagues within the school, and from further afield, play a central role in promoting committed and stable staffing. Recruitment procedures are now excellent.

There are very high expectations of staff and regular appraisal combines professional development and support with accountability for results. Staff receive regular feedback on their work as part of their professional development and the quest for even higher standards.

Financial management of the school is secure and the governing body plays an active role in providing 'checks and balances' for the school. Governors ensure the school operates legally. They represent a varied and talented group with diverse experience and skills who are highly committed to the school and who adopt a strategic role in its development. Governors work closely with the school director and appraise the school's leadership systematically. They understand their role well and work in close partnership with the school. They play a significant role in ensuring safeguarding and child protection policies are implemented and reviewed effectively. They give generously of their time and energy, working through formal meetings and in small groups to address particular issues. They know the school exceptionally well and are ambitious for the school to continue on its journey of improvement and high achievement.

Compliance with regulatory requirements

Jumeira English Speaking School 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:

1. To plan and implement specific teaching about British institutions.

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 English Speaking School Arabian Ranches
Type of school	Private school
Date school opened	2015
Age range of pupils	3-18
Gender of pupils	Mixed
Number on roll (full-time pupils)	1374
Number on roll (part-time pupils)	0
Annual fees (day pupils)	36 504 (Foundation1) – 86 004 (Sixth form)
Annual fees (boarders)	N/A
Address of school	Arabian Ranches
Telephone number	04-3619019 FAX: 04-3615335
Email address	director@jess.sch.ae
School director	Mark Steed
Proprietor	Stuart Walker (chair of governors)

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 Education Development Trust

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.

Education Development Trust – Formerly CfBT Education Trust, we are 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 Education Development Trust 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 Education Development 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, Education Development 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. Education Development Trust 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.

Education Development Trust 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.

Education Development Trust 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.

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