

Jumeirah English Speaking School – Jumeirah, Dubai

British Schools Overseas Inspection Report

Inspection Dates: 6th – 8th October 2019

Lead Inspector: Stephen Fletcher
Team Inspectors: Nadine Powrie, Devinder Riat

Age Group: 3 – 11 years
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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 it's 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. These were updated with effect from September 2017. 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 DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

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
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of BSO 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.

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 Jumeirah (JESS), established in 1976, is a large primary school located in the Al Safa area of Dubai. It is the sister school to JESS Arabian Ranches and shares a school director and board of governors. At the time of the inspection, there were 702 pupils on roll aged from three to 11 years. The headteacher at JESS Jumeirah is in his fifth year in the role.

JESS welcomes children from different ethnic and racial groups, backgrounds and creeds. Pupils are drawn from over 70 nationalities, with approximately 40% of the students holding a British passport. The school has identified 36 pupils who have special educational needs and/or disabilities (SEND). The school is organised into the Early Years Foundation Stage (EYFS) and primary phase, comprising key stage 1 (Years 1 and 2) and key stage 2 (Years 3 to 6). Pupils broadly follow the English EYFS statutory framework and national curriculum for England with adaptations for context. There are 51 appropriately qualified teachers, with almost all having a British teaching qualification. On leaving the school, most pupils go on to JESS Arabian Ranches Secondary School.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out over three days by three Education Development Trust inspectors. The school provided the team with BSO registration and self-review documents prior to the visit. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. Inspectors visited 42 lessons and 16 meetings took place with staff, pupils,

parents and carers and governors. Inspectors scrutinised pupils' work and documents including the school's strategic and action planning, current assessment systems, safeguarding policies and parental responses to surveys commissioned by the school. They observed the school at work and followed up any issues raised.

Evaluation of the school

Jumeirah English Speaking School is an outstanding school and provides an outstanding quality of education for pupils from three to 11 years.

The school meets all the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in English are outstanding across the age ranges. When compared with that of pupils of the same age in England, attainment at the end of Year 6 in English has been outstanding for the last three years. Almost all pupils (99%) are in line with the English national expected standard, with most children's (89%) attainment above this and a large majority (72%) achieving well above and demonstrating outstanding levels of progress.

Most children enter the EYFS with better developed skills than is typical for their age. They make outstanding progress and are in an excellent position to make a flying start in Year 1. Most can communicate well and are polite and respectful. Children quickly develop phonic knowledge and use it to read and write. A minority can write simple sentences.

High attainment is maintained at the end of both key stages 1 and 2. Almost all pupils remain motivated and enthusiastic, even when challenged with high expectations. They are articulate and can debate and discuss ideas. Their reading and writing skills develop quickly. Teachers ensure that work in subjects other than English also supports the development of pupils' reading and writing skills.

By Year 2, most pupils express their ideas with increasingly fluent vocabulary and great precision. Outstanding progress in reading is achieved as a result of regular and systematic phonics teaching and learning. Pupils rapidly move towards reading challenging texts. This provides a secure platform for practising speaking and writing skills. Speaking, reading and writing skills are very well developed, with high numbers of pupils achieving greater depth.

By Year 6, almost all pupils become fluent, expressive, independent readers. They can extract and articulate information gathered from their research using demanding texts. Most pupils write cursive and grammatically sound extended pieces of writing for different audiences and purposes, for example when researching and presenting World War II information.

Attainment and progress in mathematics are outstanding throughout the school. In the early years, teachers give children a range of activities to develop their understanding of number. Children use everyday language to talk about size and compare quantities and objects to solve problems. Children make outstanding progress, reach high standards and are very well prepared

to start Year 1. Assessment information over time shows outstanding progress across the primary phase. The proportion of pupils who are working at the highest level is well above the average for pupils in England. Assessment results for 2019 indicate that almost all pupils (92%) were in line with the English national expectation and a large majority of pupils (69%) were above this.

Teachers successfully help pupils to use what they know to tackle a range of mathematical problems across a wide range of subjects within the curriculum. For example, pupils in Year 3 use their knowledge of graphical representations and data gathering to support their 'Healthy Selfie' topic work which includes developing a 'business plan'. By Year 6, pupils have a strong conceptual understanding of mathematical operations and evidence of their work on factors and multiples demonstrates their skills in applying them. Teachers and assistants are skilled at knowing when to intervene and help pupils in their learning and when to step back and allow them to work problems out for themselves. Pupils' positive attitude to mathematics was a strong contributory factor in explaining why they make such excellent progress.

Attainment and progress in science are outstanding in all phases throughout the school.

Attainment at the end of key stage 2 is outstanding with almost all students (96%) achieving in line with the school's high expectations. Over time, the excellent attainment of students is maintained, demonstrating high levels of progress. The introduction of the practical science, technology, engineering and mathematics (STEM) curriculum has resulted in pupils with SEND catching up with their peers.

Almost all pupils can confidently plan experiments and investigations. They can work collaboratively when they organise fair tests to check out their hypotheses. Through this approach, almost all pupils develop a secure understanding of how science works and how scientific evidence can be used to help understand the world around them. In the EYFS, almost all pupils use the external learning environment to develop tactile awareness and motor skills to understand the difference between liquid and solid matter.

By the end of Year 2, pupils can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. By the end of Year 6, pupils make causal relationships, with many talking about scientific facts and knowledge that would typically be taught in secondary school. They can explain day and night and the apparent movement of the sun across the sky, using the idea of the earth's rotation.

Pupils make excellent progress in other subjects and make meaningful links between them.

Attainment and progress in art and design are outstanding throughout all phases. In Year 3, pupils explore and experiment with creating mono-prints of stylised images depicting humans moving. In Year 4, computer tablets are used to research and then create clay replications of sea animals. By Year 6, pupils have developed their art and design skills to research and experiment confidently with a range of techniques and media. They create portraits, paying attention to proportions, make detailed studies of facial parts and write notes. In Year 3 music, almost all pupils can play their

first tune. Pupils in a Year 2 computing lesson were able to demonstrate their understanding of the function of different visual code blocks and create a simple code sequence.

Across the EYFS, children demonstrate outstanding levels of attainment and progress in the key areas of their learning, particularly in early language and mathematical skills. They excel in their ability to use the skills they have learned in different contexts, for example in using their knowledge of literacy and mathematics in role-play and creative activities. The depth of their thinking and enquiry skills is evident when they confidently ask questions and make informed guesses about outcomes, for example measuring their toys with a variety of non-standard units such as cotton reels. Almost all children demonstrate well-developed independence and responsibility in making choices and are outstanding at collaborating and showing an awareness of others' feelings in their learning activities.

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 (see Standard 2 below). British values are embedded in the life of the school through the promotion of fundamental British values such as the rule of law and respect for and tolerance of different faiths and beliefs.
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during October 2019, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated) except for those standards related to the protected characteristics listed in UK Equality Act 2010 which cannot be achieved legally in the UAE. The protected characteristics precluded are marriage and civil partnership; gender reassignment; sex and sexual orientation. The school's provision prepares pupils well to enter or re-enter the UK independent school system. 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 standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The curriculum is outstanding, imaginatively thought out and reviewed to meet the needs of all learners pastorally and academically. It promotes global citizenship extremely well. Pupils' attitudes to self and school (PASS) surveys are used to identify fragile learners and remove their barriers to learning through effective interventions. Personal learning time and building strength of character all contribute to outstanding progress secured for all learners. The national curriculum for England is taught, enabling pupils to make the transition effectively to the English educational system or to their secondary-education phase overseas.

The effective curriculum and deployment of support staff ensures ambition, accessibility and high achievement for all, including pupils with SEND. In Year 2, instead of lengthy sentences, SEND pupils used precise words to explain how they care for themselves. The most able pupils are challenged through differentiated activities in mathematics, English and topic work. In Year 4, when watching a video clip, pupils use 'zones of relevance' to identify the most relevant vocabulary that describes the animation. Developing an extensive vocabulary base and securing their understanding enables pupils to make ambitious vocabulary choices.

The use of assessment and observations undertaken in EYFS leads to effective support and progress across the prime and specific areas of learning. Traditional English stories read by the teacher are brought to life through role play with some pupils using masks while others join in with sound effects. This immersion in texts provides a platform for stretching and challenging children's imagination and learning both indoors and outdoors and in different areas of learning. During the inspection, children recreated a story map using words and pictures with support. While outside, they worked industriously and independently to join large plastic tubes and used wooden bricks to construct a protective home. This approach to problem solving facilitates effective transition into Year 1.

The whole-school curriculum is carefully organised, underpinned and taught through topics, discrete subjects, core values, promotion of locally permitted protected characteristics, British values and UAE social studies. Pupils exclaimed to inspectors, 'The best part of school is the topics we learn!'. An extensive range of very popular extra-curricular clubs (ECAs) is offered which promotes the pupils' confidence, independence, resilience and risk-taking skills.

In Year 3, pupils research and handle full-sized skeletons, recreating detailed labelled diagrams, supported by the role-play doctor's surgery and x-rays. Pupils' research skills become increasingly sophisticated over time. For example, the World War II and Blitz display in Year 6 exemplified the utilisation of an array of skills and sources. The curriculum is enhanced by visits and residential

experiences. The planned safe use of technology enhances pupils' learning across subjects. The use of computer tablets in mathematics leads to pupils selecting challenges for independent learning. In a Year 4 English lesson, pupils use the same technology in addition to dictionaries to research meanings of words and find synonyms to improve their writing. This supports the schools 'Learning 2 Learn' (L2L) approach.

The quality of teaching, learning and assessment is outstanding. Highly effective teaching meets pupils' needs precisely and ensures that almost all pupils of all abilities make excellent progress across the curriculum.

Teachers demonstrate excellent subject knowledge, a high level of enthusiasm and an in-depth understanding of the curriculum. This is because all staff, including learning-support and inclusion assistants use a specific Professional Reflection Action Plan (PRAP) focusing on the learning environment, coverage, feedback and self-assessment, learning, teaching and progress. As a result, staff keep learning and share best practice. Teachers consistently have high expectations of their pupils.

Teachers have a clear understanding of how pupils learn and use a wide range of strategies to motivate, encourage and challenge them. The 'quality first' inclusive teaching approach enables all teachers to understand pupils' learner profiles and how to differentiate and personalise their learning experiences. Learning assistants make an excellent contribution to teaching and learning by planning with the classroom teachers and providing verbal feedback. They are well informed and knowledgeable as they attend weekly training on specific subjects. The learning support department (OASIS team) offers in-class support, a focus group and one-to-one tuition on possible strategies and activities to use with pupils with specific needs. For example, in the one-to-one intervention strategy in 2019, key stage 2 pupils made over 20 months' progress in reading age in 10 weeks in the 'Better Reading Partnership' (BRP) programme. The 'World Scholar Cups' is the most successful enrichment programme in the gifted-and-talented programme as the participation rate has increased by 50 % in 2019.

Ongoing assessment of pupils' learning is used skilfully to inform detailed planning on a daily basis. In key stages 1 and 2 mathematics, teachers successfully enhance learning and progress by enabling pupils to share and understand the link between previous learning and new learning. Early-years teachers organise an imaginative and exciting environment, both inside classes and outdoors, providing stimulating and vibrant opportunities for children to apply and develop their mathematical skills in measuring and counting. The feedback and marking policy ensures that pupils receive better-quality feedback on their written work and their verbal contributions in lessons. This helps them to improve their work, to deepen their understanding and to reach their own conclusions as they learn to think critically. The use of reading and writing competitions to motivate pupils has accelerated progress in the quality of extended writing produced by pupils.

The forensic approach to pupils' formative and summative assessment ensures that the teaching matches the needs of almost all pupils. In lessons, teachers systematically assess what pupils are

learning and adjust their teaching methods to support pupils who need help and stretch those who need to be challenged further. For example, in science the teacher prepares differentiated work for an activity such as 'tricky', 'trickier', 'trickiest' and 'feedforward challenge' so that students can choose their level of challenge. In Year 6, in English, the use of questioning encourages pupils to think deeply and elaborate their ideas.

Teachers skilfully ask questions, not only to test pupils' understanding, but also to encourage them to think creatively and learn independently. Teaching capitalises on cross-curricular links to help pupils make connections and build on their learning in meaningful ways. For example, in a Year 2 computing lesson, the teacher made reference to the cycle of a plant's growth so that pupils could create a simple code sequence. In a Year 1 physical education lesson, the teacher drew on the scientific concept of the laws of motion and the muscle groups so that pupils could deepen their understanding of point and patch balance.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The spiritual, moral, social and cultural development of students is outstanding overall.

The school is highly inclusive. Discussions with pupils and staff, scrutiny of pupils' work and of curriculum plans show that the school encourages respect for and tolerance of those who may be different from themselves. Leaders pay due regard to promoting respect for and tolerance of age, disability, pregnancy and maternity, race, religion and belief as set out in the Equality Act 2010. However, due to local laws, they are unable to meet the requirements of the Act fully in relation to gender reassignment, marriage and civil partnership, sex and sexual orientation. The inclusion policy states that the school endeavours to maximise accessibility to their services, facilities and activities for all People of Determination. Newsletters celebrate recent marriages and the arrival of baby siblings. The moral education curriculum, global citizenship curriculum and cultural celebration days enable pupils to learn about race, religion and belief.

Behaviour and attitudes to learning in lessons and around the school are outstanding and pupils are extremely positive about being at school. The school has high levels of attendance at 98.4% and punctuality at 98.84%. This contributes to pupils' outstanding progress. The school promotes 100% attendance with certificates every term and every year in school assemblies.

All pupils take part in the 'Make a Difference' (MAD) scheme, which encourages them to develop key skills in adventure, enterprise, language, performance, recreation, service and technology. It runs through and outside the curriculum. Pupils record their evidence of completion in their MadOneNote, a 'digital scrapbook', and get badges in assembly. The scheme runs alongside the

'Pupil Leadership Executive' (PLE) that meets on a weekly basis with the headteacher. The process for recruitment from Years 3 to 6 to the PLE is fair and thorough. The school prides itself on having an 'above reproach and no criticism approach' using a card-scoring system. The PLE brings about change in the school. It enables pupils to develop their enterprising, creative and independent skills to make a difference. They are trusted and are given a budget to develop their entrepreneurship skills. Pupils feel that they are being listened to. For example, a play area was modified to make way for a football court.

The school counsellor supports the pupils' academic, social and emotional well-being behind the scenes through one-to-one work and group work. For example, Year 6 pupils work on a common issue around self-esteem and worry. Workshops with parents are also offered on family stress and the transition from Year 6 to the secondary school. Pupils are proud of their contribution to the wider community. The 'JESS street performers' used their talents to raise money to build a second school in Nepal. The school arranges an outreach programme during Ramadan, when all pupils and their families donate food.

Members of staff greet parents and pupils at the start of each day. There is a sense of deep happiness in the school. Pupils consistently treat one another with the highest respect. All newcomers to the school have a 'buddy' to help them settle. Pupils confidently say that no one is left behind and friendship is most important for them. The school's mission is to promote an education that challenges young people to make a difference. Staff and pupils work together to embed the school's core values of well-being, aspiration, community, achievement, independence and integrity into everything they do. These core values have a positive impact on pupils' attitudes to learning and life. An exciting range of extra-curricular activities in which all pupils are involved reflects the school's philosophy that education goes beyond the classroom. Pupils are encouraged to make decisions about their future. They always want to try their best. They say, 'There is always tomorrow.'

Promoting fundamental British values and school values of mutual respect and tolerance of those with different faiths and cultures are strong features of the school. Pupils display confident knowledge of public services in the UAE, the UK and internationally. Equality is actively promoted in the school with the celebration of world religious festivals and the UAE National Day and International Day. These are celebrated in the school with the support of all parents. The pupils talk with passion about their school. They say, 'Everybody fits in and everybody has a place.'

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

The school meets the requirements of the standard, the regulatory requirements and the cultural obligations of the host country. **Arrangements for welfare, health and safety are outstanding and ensure that all pupils, staff and visitors are exceptionally well cared for.** Pupils feel safe and secure and look forward to and enjoy being at school. Parents say they value the warm positive approach, friendly atmosphere and safe nurturing practice achieved without any compromise. The school places a high priority on this area, ensuring that policies and procedures

are well thought out, contributed to by all and constantly reviewed by leaders. As a result of feedback from pupils a new coloured lanyard system was introduced recently, ensuring that pupils could identify visitors to the school. This supports the ethos that health, safety and safeguarding is everyone's responsibility.

Safeguarding policy and child-protection procedures are robust and reviewed for effectiveness. They are updated to ensure that UK and local requirements are met. Pupils say they feel safe in the school. Safeguarding team meetings are held regularly to ensure that everyone can make their suggestions. There is a strong underpinning culture and ethos to ensure that pupils are safe at all times. This practice is very evident in and around the school. For example, the installation of new gates last year makes the site even more secure. Staff receive their child protection training annually and in line with guidance from 'Keeping children safe in education'. All staff understand their responsibilities in relation to safeguarding.

The health and safety policy is very comprehensive and contributes to a number of risk assessments that are used by staff across the school. Use of CCTV cameras in the pool area is planned to improve pupils' safety. Leaders are mindful of data-protection requirements and privacy rights. There are quality assurance systems in place to monitor accessibility to recordings. The range and quality of safety equipment in the swimming-pool area is high. Risk assessments are in place, for example for extreme weather, lockdown, physical education and emergency evacuation.

Many areas around the school are covered to protect all from the sun. Pupils have access to drinking water at all times. A number of first aiders are trained and available in each phase and are further supported by the school nurse. The school implements robustly its attendance procedures but adopts a sensitive approach to parental work and holiday limitations and allows a maximum of 10 authorised days' absence. New pupils are warmly received and inducted through dedicated personal learning time. Help and support are always made accessible via supportive staff and friendly pupils. Safeguarding is taught to pupils through the social studies curriculum.

Standard 4. The suitability of the proprietor and staff

The requirements of this standard are met. Governors and the human resources department ensure that there is full compliance with local requirements regarding identity, right to work in the UAE and suitability to work with children.

Arrangements to check the suitability of the proprietor are secure. The director is the designated safeguarding officer for the school and checks the quality of safeguarding procedures, which are robustly in place. Governors discharge their responsibilities fully and hold leaders to account. An electronic single central record (SCR) is securely in place. Equal rigour is applied to checks made on contractors. Members of the school team supervise volunteers, supporting school activities and school trips and visitors to the school.

Standard 5. The premises and accommodation

The school meets the requirements of the standard. Pupils enjoy an outstanding learning environment. The large, bright, well-resourced classrooms enable teachers to meet pupils' learning needs in a variety of ways. The shared central areas in the year group blocks provide flexibility for organising learning activities, for example science investigations and artwork that are not conducted in specialist facilities. High-quality displays of pupils' work in the classrooms and throughout the school celebrate their achievements. Pupils take a great pride in the school environment and treat their surroundings with respect.

The outstanding outdoor sports facilities and resources enhance pupils' participation in an excellent range of physical education activities, both during and outside of normal school hours. There are two temperature-controlled, shaded swimming pools to meet the needs of all the children. The large sports field is used for a range of activities, for example football, rugby and athletics. Pupils also benefit from a multi-purpose hall and shaded netball courts.

Excellent use is made of the well-resourced library and computer suite to enhance pupils' learning experiences. Throughout the school, pupils use laptops and tablets effectively to support their learning. The specialist music centre houses two well-equipped teaching rooms, a wide range of instruments and three practice rooms.

The facilities manager and members of the senior leadership team carry out regular reviews to ensure that the premises are maintained in a safe condition. The cleaning and maintenance team ensure that the buildings, toilets, grounds and classrooms are cleaned and maintained to a very high standard.

The school buildings allow safe access for all pupils and visitors, including those with SEND, and there are high-quality medical facilities and staff should the need arise. There are highly effective systems in place to ensure the safety and security of the grounds and premises.

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

The school meets the requirements of the standard. Parents and the general school community have access to an outstanding range of information about the school and in particular the pupils' achievements and successes. Parental engagement is at the heart of the school community. The frequent, high-quality communications, along with regular meetings with staff, ensure that parents are kept very well informed. The headteacher is held in high regard by parents. His weekly newsletter is well received. The weekly newsletters and website updates celebrate achievements in the school community, most notably the pupils' successes. They also include examination results, calendar events and other up-to-date information. Parents value the school's 'open door' policy that ensures they have easy access to teachers and other members of staff. Parents comment that suggestions and concerns are taken seriously and responded to swiftly. Members of staff welcome parents and their children every day at the school gate and provide everyone with a warm welcome.

The school's website is lively and informative and contains a wide range of information that prospective and current parents might need. Parents are kept very well informed through the digital-communicator parents' portal and parental access to their child's digital portfolio that documents what they are learning at school. These resources are complemented by parent information evenings and interim and end-of-year reports that are available through the portal. These high-quality written reports to parents indicate how their children are achieving and developing and illustrate their 'next steps' in learning.

All relevant policies, including safeguarding and child protection policies, are published on the school's website. There is also a website link enabling parents to email the school board. The names and biographies of all the governors are detailed on the website. Details of school contacts are available to parents through the website and on written communications, such as publications, letters and emails. Parents value the social media software systems that trigger text and email alerts and information about events. Responses to a highly detailed parents' survey and in verbal feedback indicate that almost all parents feel they have a genuine partnership with the school and that it is very well led.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this Standard. There is a detailed written formal complaints procedure that is transparent, open and effective and takes into account local laws and regulations. It is made available to parents of pupils via the website. All complaints are handled seriously and sensitively. The school completes all stages of the procedure within 28 days. Any issues and subsequent actions are recorded on the information management database. If the parent is still not satisfied with the outcome, the complaint is heard by the board, comprising three members not directly involved in the matters detailed in the complaint.

Standard 8. Quality of leadership in and management of the school

The school meets the requirements of the standard. The leadership and management of the school are outstanding. The senior leadership team provides a vibrant, clear vision and direction for the school. This shared vision and the excellent team work are the hallmarks of the leadership of the school at all levels. All staff feel valued and respected and part of a cohesive learning community. Leaders demonstrate an outstanding capacity to improve the school further. They are committed to providing first-class education for the whole school community and leaders are dedicated in their ambitions to develop students as excellent leaders and global citizens, respecting the rights and views of others. Relationships are positive and communication is highly effective at all levels of the leadership team. Leaders at all levels are very well trained and developed, through rigorous recruitment, professional training and development programmes and are well supported in their roles as they demonstrate their personal impact and contributions to school improvements. The 'Pupil Leadership Executive' joins with the adult leaders in promoting

care and consideration in the school community and celebrating the evident Britishness of the school's ethos, learning environment and curriculum.

The school has a highly successful collegiate approach to self-evaluation. The 'Professional Reflection Action Plans' (PRAPs) produced by individual members of staff feed directly into broader strategic and improvement planning. Teachers at all levels are knowledgeable and committed to the school-improvement priorities, and their individual and collective contributions are making the school an enthusiastic and challenging place of learning. Along with the middle leaders they are proudly and appropriately referred to as 'The Guardians of the Standards' in providing an outstanding 'British-style education' and have a direct impact on the school's continued development. The high levels of accountability and trust underpin an excellent professional culture within the school. Self-evaluation is an embedded, rigorous and continuous process in the work of the school and forms the basis of the school's success and its constant desire to improve. There is an outstanding culture of professional trust and high levels of accountability in the school. Teachers are very positive about the mutual respect of the staff for one another and the opportunities for them to excel.

Governors are highly engaged in the life of the school and are diligent in ensuring that the school's leaders and managers are acquitting their duties and responsibilities effectively. The central focus is ensuring that all students achieve their highest academic and personal development potential. Governors hold specific areas of responsibility such as safeguarding. They respond proactively to parental requests and concerns.

The Board of Governors ensures that extensive resources are deployed effectively to improve the school's performance and enhance students' outcomes. Staffing levels, high-quality recruitment and professional development opportunities are excellent. The governors place a strong emphasis on equal opportunities at the school'. The recent changes that address any possible inequalities in teachers' terms and conditions are an indicator of their commitment.

The operation of the school runs very smoothly. All staff and students are well aware and respectful of the school's routines and requirements. Lessons and activities are organised very efficiently so that little time is lost during the school day. Information boards, displays and website information are helpful and regularly monitored so that the school community is kept fully up to date with developments at the school. Excellent liaison with parents streamlines the planning of all school activities and the handling of any incidents, for example unexpected weather changes. Teachers and support staff are deployed effectively. The school community benefits from the excellent administration. Parents comment on the receptive and professional welcome they receive when making enquiries.

Early years' provision and leadership are outstanding. The foundation stage leaders, team members and the school's leadership team have an outstanding commitment to high-quality learning outcomes for children in the early years. The vision and policies ensure outstanding outcomes for teaching, learning, curriculum, quality of support and assessment. As a result, almost all children demonstrate well-developed independence, excellent behaviour and responsibility in

making choices, and are outstanding at collaborating and showing an awareness of others' feelings in their learning activities. The range of resources and outdoor and indoor play facilities are outstanding and ensure a secure and happy learning environment for all. The health and safety and child protection procedures are excellent. Positive working relationships and communications and planning across the foundation stage classes support progression and transition. Leaders observe teachers and provide helpful feedback. Peer observations also support sharing best practice. The foundation stage leadership has an excellent capacity for further development.

Standard 9. The quality of provision for boarding

Not applicable

Compliance with regulatory requirements

Jumeirah English Speaking School-Jumeirah meets all of the required standards except those that would be in breach of the host country laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

As part of the school's commitment to further improving the learning environment, initiate a focused strategic review of the benefits of specialist facilities for science and art.

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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Leadership and management

Overall effectiveness of leadership and management	√			
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The quality of provision for boarding

Not applicable				
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School details

Name of school	Jumeirah English Speaking School -Jumeirah
Type of school	Primary
Date school opened	1976
Age range of pupils	3-11 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	702
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	39,837 AED (Foundation Stage One) 49,230 AED (Foundation Stage 2 – Year 6)
Annual fees (boarders)	N/A
Address of school	Street 7, Al Safa 1, Dubai, UAE Jumeirah PO Box 24942
Telephone number	+9714 3619019
Email address	headteacherjumeirah@jess.sch.ae
Headteacher	Mr Asa Firth
Proprietor	Board 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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Education Development Trust
16-18 Duke Street
Reading
RG1 4RU
UK