

Jumeirah Primary School

British Schools Overseas Inspection Report

27- 30 January 2014

Lead Inspector

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Team members

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Age Group: 3-11

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Purpose and scope of the inspection

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

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

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

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

The Standards are as follows:

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

The purposes of the inspections are to:

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

The BSO inspection was combined with an inspection carried out with inspectors from DSIB (Dubai Schools Inspection Bureau). 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 KHDA (Knowledge and Human Development Authority) 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 Primary School was established in 1996. It is a private, multicultural day school. At the time of the inspection, there were 1415 pupils on roll aged from three to 11 years. The school has identified that 100 pupils have some form of special educational need.

The school comprises pupils of 70 different nationalities and provides a rich cultural diversity. The large majority of pupils have United Kingdom (UK) backgrounds and 26 pupils are Emirati nationals. The school aims to provide 'an inclusive, enabling environment which empowers all children to achieve'.

The school follows the English National Curriculum, supplemented by the International Primary Curriculum and adapted to meet the needs of its international pupils. Pupils are tested at the end of Key Stage 2 (Year 6) using Standard Assessment Tests (SATs) papers in English and mathematics.

Currently, the school has full membership of a number of organisations including the Council of International Schools (CIS) and the International Primary Curriculum (IPC) group.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three CfBT Education Trust inspectors. On this combined inspection there were also six DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 114 lessons. They held 53 meetings, including those with the Principal, a member of the GEMS board, senior leaders, staff and parents and carers and talked with representative groups of pupils. Inspectors also observed the school's work and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined the results of questionnaire surveys returned by parents, carers and pupils and followed up on issues that were raised.

Evaluation of the school

Jumeirah Primary is an outstanding school. It provides pupils with an excellent and exciting British-style education which prepares them well to enter or re-enter the UK independent system.

The overall picture of attainment and progress across the school and across the different subjects is also outstanding.

In the Early Years Foundation Stage (EYFS), children make outstanding progress towards achieving the Early Learning Goals. Some children arrive in school with limited language skills in English but settle quickly within a 'language rich' environment. By the time children move to Year 1, they are generally working with above age-related skills in all the areas of learning. This illustrates the impressive strides they make, particularly in their emerging language skills and in their personal and social development. When measured against the latest profile requirements, most children achieve at least a good level of development in the three prime areas of learning: communication and language, physical development and personal, social and emotional development. A similar picture is seen in the literacy and mathematics areas of learning.

In communication and language, children learn to sound, form and write their letters. Most can read simple words, spell them correctly and write short sentences by the end of the Early Years Foundation Stage. Children are encouraged to take part in free-flow activities where they choose freely where to learn and play. They talk about how they can improve and learn how to manage themselves and their possessions.

There are very good links between teachers in the Early Years Foundation Stage and the support staff. This means that children with particular needs are identified early and that well-judged programmes are developed for them.

In mathematics, many children can count to 20 and are beginning to use, consistently and correctly mathematical language, such as 'bigger', 'smaller', 'longer' and 'shorter'. In lessons, almost all recognise numbers to 10 and can create simple patterns using colours and shapes. They show good levels of confidence in applying this knowledge as, for example, they rebuild their cardboard dhow in a construction area of an FS1 classroom. Discussions confirmed that they understood simple mathematical terms. 'This pole needs to be taller than that one or the sail will fall down and it is quite heavy' was one summary of what the group decided they needed to do.

In science (understanding the world), children can talk confidently about what they see around them and sort objects into similar groups. They describe changes that they have experienced as, for example, when they recreated a beach scene depicting their local environment. After placing fishes in the sea, they explained why sunbathers need to stay on the beach if they were to stay safe, 'if they can't swim very well'.

In the primary phase, extremely good results in **English** in key stage tests confirm that attainment in the school is outstanding. Most pupils achieve at or above the levels expected and exceed international levels. Progress, also, is excellent. Pupils

enjoy their lessons and improve their skills year on year. They leave at the end of Year 6 well equipped to embark on secondary work.

Pupils' speaking skills are very good. Pupils in Year 4, for example, explained in sentences the significance of the stories they were reading. Some were keen to recount why they had chosen their library books. Listening skills are also very well developed. Year 2 pupils were particularly intent when listening to Roald Dahl's poem about *Jack and the Beanstalk*. They appreciated the poem's humour and quoted rhyming words and predicted others. Teachers extend pupils' vocabulary by using ambitious language like calligrams and onomatopoeia with Year 3.

Most pupils develop excellent reading skills. The firm foundation laid in the early years means that pupils take pleasure in books and read independently. By Year 3, pupils read a range of texts and understand the significant ideas and themes in a story. By Year 6, pupils deduce meaning in both fiction and non-fiction. They can discuss character and demonstrate a personal response to literature.

As they progress, pupils learn how to enhance their writing using adjectives, adverbs, clauses and a wider vocabulary. They write for different purposes, composing, for example, letters, summaries, reports and essays. By Year 6, pupils can write correctly spelt and punctuated, logically constructed essays using different sentence structures to create varied effects.

From their Year 1 starting points in **mathematics**, almost all pupils make excellent progress through the National Curriculum levels. Consequently, by the time pupils reach the end of Key Stage 2, they are reaching outstanding levels of attainment. Over an extended period, pupils have outperformed their UK counterparts in Year 6 tests by a wide margin. For example, in 2013, 66% of pupils achieved Level 5 which is the higher level, against a UK average of 35% of pupils. In addition, 12% of pupils reached Level 6. Pupils are very strong in number, mental mathematics and knowledge of multiplication tables throughout the primary phase. A real strength is pupils' ability to use and apply their mathematical knowledge in practical situations or when they are asked to solve problems. For example, in Year 1, pupils worked successfully in groups to measure time, weight and length following a carousel of activities. In classes with older pupils, the levels and challenge of the work set are very high and result in impressive levels of attainment. A good example of this was seen in a Year 5 class where most able pupils were able to calculate the volume of a cylinder using a formula. They understood and were able to explain the process they used and how the knowledge they had gained could be applied in other areas of the curriculum that they were studying.

Science attainment is good in the primary phase. In 2013, all pupils achieved Level 4 or above and 59% achieved a Level 5, but almost all were Level 5c. Average points scores were 29.7. This is a slight improvement on the previous year when attainment

recovered from the slight dip in 2012. This represents good attainment and agrees with the school's own self-evaluation.

Pupils have high levels of skill in scientific investigation because they are given plenty of opportunities to come up with their own question to investigate, make predictions, plan a method using controls and variables and evaluate their experiments. For example, in Year 4, pupils plan their own investigations to find out which kitchen liquid would be the first to freeze.

Pupils make outstanding progress in science across the school. Of the pupils, 59% make three or more levels of progress from their Key Stage 1 starting points and only a very small minority of pupils make less than expected progress. The acquisition of scientific skills prepares them well for making excellent progress.

Investigations are linked to the creative curriculum and teachers plan 'hooks' into the lesson that have pupils enthralled and eager to discover more. Special science days allow pupils to use their research skills to find out about a famous scientist and come to school as that person. All science work is celebrated by superb displays of photographs and pupils' work in the corridors and classrooms.

The use of scientific language is encouraged. For example, in a Year 1 lesson, pupils were able to use words such as 'rigid' and 'transparent' to describe materials. Pupils make outstanding progress across the school because teachers rigorously track their progress and intervene as necessary to help individuals to improve. Pupils' attainment in other areas of the English National Curriculum is just as high. During the course of the visit, inspectors observed pupils working at very high levels in art, music and physical education.

One of the strengths of the school is the inclusive nature of the provision for pupils with special educational needs. There are special units set up for them, such as, the dyslexia unit. Liaison between the teachers there and classteachers is excellent. This ensures that work is modified and carefully matched to meet pupils' individual needs. Teachers are flexible in their planning so that no pupil is excluded from any area of the curriculum. Parents of children with additional needs can accompany their children to class, which leads to better understanding of their children's specific learning needs and improves their ability to help them at home. All this contributes to most special needs pupils making outstanding progress from their starting points.

Pupils' social, moral, spiritual and cultural development is outstanding. Pupils behave with courtesy and consideration, demonstrating responsible and respectful attitudes to teachers and each other. Pupils develop as global citizens while, at the same time, gaining knowledge of Emirati beliefs and customs and an understanding of British culture and heritage. Numerous opportunities for leadership, extracurricular activities

and sport ensure that pupils can develop the personal skills they need for transition to secondary schools in the UAE, Britain or elsewhere.

The school judged its teaching and pupils' learning to be outstanding and this is verified by the inspection. Highly motivated teachers, mostly recruited from the UK, prepare exciting and well-resourced activities that helps to bring subjects 'alive'. As a result of this and the excellent relationships between pupils and teachers, pupils are eager to learn and to take responsibility for their own learning. Regular assessment of pupils' progress informs planning and ensures the needs of pupils are identified. There are some minor gaps in the assessment system that need to be addressed. For example, the screening of children as they enter the Early Years Foundation Stage, and subsequent year-on-year checks on pupils' progress, are not always as accurate as they might be.

The school places the highest priority on the welfare, health and safety of its pupils and staff. Policies and arrangements for health and safety are thorough and detailed and effectively communicated with parents and pupils. Responsibilities are appropriately delegated and lines of accountability and communication are clear.

Premises and accommodation are put to very good use thanks to judicious management of all the facilities that are available. They provide an excellent and stimulating environment for pupils to learn.

Outstanding leadership at all levels, including governance, has established a clear vision for the school with consistently high expectations seen as the norm. The Principal leads by example and his open, consultative style is valued and appreciated by pupils, staff and parents alike. Indeed, the school's increasing engagement with parents through consultative groups has ensured that they are kept well informed and that their views are taken into account when important decisions are made. The school's rigorous self evaluation presents an honest and accurate picture of how well it is doing. Throughout the school there is a culture of 'continuous improvement' which helps to explain why there is an excellent capacity to improve still further.

As a result of this inspection, undertaken during January 2014, 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 quality of the curriculum is outstanding. It is based on the English National Curriculum and embeds the school's core values of academic success and personal development. The curriculum is carefully planned to enable all pupils to progress. Heads of department and year leaders monitor the curriculum regularly and make changes when necessary. For example, science topics have been reorganised following representations from pupils.

The curriculum enables all pupils to communicate fluently in English and to benefit from a full, rich and varied learning experience. The creative curriculum embodies a thematic and imaginative approach to the teaching of humanities, ensuring that key skills and knowledge are taught. The curriculum develops personal skills such as self-management and teamwork, preparing pupils for transition to British schools and beyond. Another initiative is the far-reaching website which has integrated and embedded information and communications technology (ICT) within the curriculum, increasing e-learning and parental involvement.

All pupils enjoy a curriculum that is appropriate for their needs. The Achievement Centre supports pupils with special educational needs, providing one-to-one teaching and focused help from classteachers and learning assistants. Higher-attaining pupils are challenged within the curriculum and through specific after-school activities such as out-of-school science teaching. Gifted pupils' progress is mapped and numerous opportunities from elite cricket to mathematics challenges are open to them.

Pupils develop social skills from the earliest years. In FS1, children practise teamwork and in Year 4 pupils enact scenarios that help them to consider moral issues such as finding and keeping money. Teachers working alongside the school's nurses promote healthy living; specialist teachers of physical education encourage fitness and exercise. A comprehensive programme of after-school activities enables pupils to develop their talents and engage in a range of worthwhile pursuits such as public speaking, photography and sport.

The quality of teaching, learning and assessment is outstanding across all English National Curriculum subjects. Bright, attractive learning environments in corridors and classrooms, as well as excellent resources, inspire pupils so that they thoroughly enjoy their learning. All teachers create positive learning environments where pupils feel their efforts are valued and there is a purpose to what they do.

Almost all teachers have excellent subject knowledge, but some say they are less confident in a few areas of the curriculum, notably science. However, effective teamwork and the sharing of planning and best practice are having a positive impact in this regard. Teachers understand how pupils learn and plan activity-based learning

opportunities, often linked to the creative curriculum or real-life experiences to engage pupils and to give their work a real purpose. In most lessons, pupils were excited by the anticipation of learning something new or developing their skills and understanding. Enthusiastic teachers have high expectations for all pupils and make it clear what they need to do to be successful. They use high-quality resources, including technology, very effectively to motivate pupils and deepen their understanding. For example, the school's 'Cloud-based' resources enable pupils to continue their work at home independently or with other pupils collaboratively.

Technology is also used successfully in lessons. For example, in a Year 5 English lesson, pupils role-played a reconstruction of the Rosa Parkes story which was filmed and will be played back to pupils in order to self assess their progress. The innovation of 'Bring your own Device'(BYOD) has further embedded the use of ICT by teachers.

Evidence of challenge and high expectations are seen in high-quality questioning from teachers. The expectation for good quality responses with correct terminology is evident in most lessons. Consequently, most pupils make excellent progress in a breadth of topics and can explain their ideas clearly. For example, critical thinking, observational and interpretation skills are developed in a Year 6 science lesson through analysis of visible inherited traits.

Throughout the school, pupils display superb attitudes to learning; they take responsibility for their own learning and work well independently and collaboratively and can work equally well alone for sustained periods. They know what they need to do to be successful, reflect on what they achieve and identify ways to improve their work. In science, pupils work especially well in mixed-ability triads to plan and execute experiments. They are highly motivated learners, which contributes to their outstanding progress.

Assessment is good in the Early Years Foundation Stage and with some outstanding practice in other parts of the school. As a result, teachers have a comprehensive knowledge of their pupils' strengths and areas for development and can plan work that closely matches their levels of ability. An outstanding feature of the assessment process is the sharing of personalised information during transition from one year to the next and to the secondary phase of education. Assessment is also used well to allocate provision to those pupils who need additional support or challenge. Nevertheless, the school acknowledges that there is still more to be done in accurately measuring pupils' academic progress. For example, there were some minor inaccuracies regarding assessment on entry to the Early Years Foundation Stage and between phases. A revised whole-school marking policy has been introduced but it is not yet fully embedded.

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

Pupils' spiritual, moral, social and cultural development is outstanding. They develop independence from the Early Years Foundation Stage by taking responsibility for their belongings and register themselves as present by posting their names in a class post-box. Pupils feel justifiably proud when their achievements are recognised in assembly. In class all pupils discuss issues of concern and debating societies enable pupils to practise public speaking. Pupils say they feel special when taken out of class for extra teaching.

Ethical values are embedded in the school's culture. Pupils learn about right and wrong through absorbing the GEMS golden rules including honesty and respect for others' property. In literacy, dilemmas involving moral choices are enacted and sometimes in assemblies, where teachers enact scenarios, moral codes are reinforced. Class contracts are agreed where pupils draw up rules such as always saying sorry and telling the truth. Pupils gain insight into how the arts can move the spirit: pupils in Year 5 were hugely appreciative of others' piano playing in assembly.

All this contributes to an ethos in which exemplary behaviour becomes the norm. Pupils are courteous to teachers and each other. One Year 4 boy remarked, on joining his group late, 'Sorry I kept you waiting.' The school creates many opportunities for showing initiative and leadership skills. There are playground monitors to keep pupils 'happy and safe' at breaks. The Aspiring Leaders programme develops leadership skills. Pupils can choose to stand for election to the school council and thus have a voice in improving, for example, everyone's experience at breaktimes. Pupils can contribute to the sports council and help with organising sports days. Raising money for charity at home and abroad, as well as helping in care centres, forms part of pupils' contribution to the wider community.

From their earliest years, pupils learn about life in Dubai. In the Early Years Foundation Stage, they know about the rulers and, later, go on imaginary adventures with Kamil around the city. 'My Passport to the UAE' is a programme covering a wide range of topics, including Arabic art and architecture, the service industries like water and electricity and how Dubai has changed. Pupils gain an insight into UK institutions by watching the BBC, making models of landmarks such as Big Ben and Tower Bridge and following sports teams and outstanding personalities. Other landmarks feature in the school like a flashing Eiffel Tower and Aztec and Egyptian monuments.

Abundant wall displays attest to pupils' appreciation and respect for British and global cultures. In Year 5, pupils learn of the struggle for racial harmony and freedom through the lives of Mahatma Ghandi, Nelson Mandela and Martin Luther King. They learn about political leaders like Benazir Bhutto and Winston Churchill and gain an insight into democracy by researching political parties and 'creating' their own. Particular attention is paid to Emirati life and displays and lessons teach about local

beliefs and customs. International Day, when pupils dress in national colours and costume and taste different foods, presents an opportunity for fun while learning the values of tolerance and co-existence.

Pupils are imbued with British values and culture through what they learn in class, for example, the Tudors, a Shakespeare play and the egg-and-spoon race. Remembrance Day is marked by the wearing of poppies and a minute's silence. The current school production is *Mary Poppins* and pupils even learn place value in mathematics with the help of Captain Hook from Peter Pan. A love of reading, in particular English texts, is fostered by library lessons and very large numbers borrow books and learn about British culture. One Year 6 boy, not of British origin, summed up his attitude by saying; 'I have a more positive attitude to Britain now and have learnt not to stereotype people.'

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

The measures to promote the welfare, health and safety of the pupils, including child protection are outstanding and reflect the inclusive nature of the school.

The site is secure and has comprehensive lock down procedures in the event of unauthorised intrusion. Pupils say they feel safe. Strong bus-safety procedures are in place from the collection of pupils to their arrival at home. Buses are well maintained and carry the appropriately serviced safety equipment. Fire evacuation drills take place termly and results are carefully analysed to drive further improvement.

Supervision is appropriate for a school that encourages pupils to develop their own abilities to be creative and manage their relationships. Positive behaviour patterns are successfully promoted through a variety of rewards, which develop a sense of self-discipline including house points, certificates and stickers awarded by the Principal for particularly good work. Each class has 'Golden Rules' with sanctions, but inspectors observed no necessity for these sanctions to be used during the inspection.

Two nurses provide good care to those who are unwell or who have an accident. Medications are securely stored, full records are kept and there are clear procedures for reporting. Details of pupils who are at risk, medically, are circulated to all involved. Several teachers, notably the physical education staff, have first aid training and provision is made for medical safety on visits out of school. The nurses are also fully involved in supporting the school's health education programme through the healthy eating initiative, BMI testing and preparing for puberty. The curriculum also contains many references to healthy lifestyles, especially in science.

The school has an effective child protection policy, which has been shared with all staff. In the most serious cases, teachers are clear on the need to make notes rather than question and to refer the matter upwards. Safeguarding arrangements mirror those found in UK independent schools while recognizing the requirements and expectation of Dubai.

Standard 4. The suitability of the proprietor and staff

The school fully meets the requirements of this standard. Through its corporate administrative staff, all the necessary checks are undertaken to ensure that staff are suitably qualified to work at the school and have the right to work in Dubai.

Standard 5. The premises and accommodation

The school makes excellent use of the premises, resources and accommodation that are available and fully meets the requirements of the standards. As numbers of pupils grow on this relatively small site, some specialist facilities, including an ICT suite, have been reduced to make room for additional classrooms. Some parents, understandably, raised some concerns at these changes. They highlighted small classrooms for some subjects such as Arabic. However, plans are well advanced to provide additional room space and more shaded areas in readiness for the next academic year. In addition, as in many successful schools, there has been a shift of emphasis in the teaching and use of ICT with more emphasis on laptops and tablets being viewed as tools for learning in the classroom. Currently, the premises and accommodation fully meet the local requirements as set out by the Dubai Municipality. For example, regular fire-safety inspections and food-hygiene checks are carried out and the school has all the necessary certificates required to operate.

Classrooms are well resourced and benefit from a regular programme of decoration and upgrading. Consequently, all pupils are taught within attractive, well-maintained classrooms which support their learning. Within the last year, the artificial pitch has been renewed and extended, providing pupils with better opportunities to practise sports and a stage has been constructed in the sports hall to be used for assemblies and productions. Around the school, there are well-designed outdoor areas, particularly around the Early Years Foundation Stage classrooms, where younger children can extend their learning. For example, 'shops', cycle tracks and climbing frames are strategically placed so that children can play with their friends safely and purposefully.

Attractive displays in classrooms and corridors contribute to an excellent learning environment for all pupils. In most year groups, they complement pupils' work and studies. For example, in one corridor quotes from, and biographies of, famous leaders, including Nelson Mandela and Winston Churchill, were displayed to remind the pupils of the 'struggles' that great leaders often faced. Pupils were certain that the school site was kept litter free and tidy because 'we all do our best to keep our school

clean because we like it that way.’ A strength of the school is the consistent way in which much of the classroom work highlights and celebrates the British nature of the school. Some recent examples included a ‘Tudor Day’ and groups of pupils ‘rebuilding’ Big Ben and London Bridge as part of their art and craft lessons.

The site is safe, secure and very well supervised. Quite rightly, the school places paramount importance on this aspect of pupils’ safety and welfare. Systems are regularly reviewed and there are frequent fire drills undertaken to ensure that pupils know what to do in an emergency.

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

The quality of information for parents, carers and others is outstanding and helps them to support their children’s learning, personal development and well-being. A comprehensive and clear admissions package is available on the website. This is a valuable initial contact point for parents and carers and the school.

Efficient and effective systems of two-way communication between parents and carers are real strengths of the school. For example, the good use made of bulk SMS for emergencies and for contacting groups of parents.

These are complemented by easy to arrange, open door, face-to-face contact with key people in the school. Newsletters are frequent and informative, and the school’s website provides an excellent range of helpful information. It allows secure parent access, which directs parents and carers to important aspects of their children’s learning. It also provides links to the wider GEMS network, including the parent engagement programme. All school policies are readily available to parents and workshop sessions are arranged to explain how different parts of the curriculum are organised.

Regular, informative written reports and consultation meetings with teachers keep parents well informed about their children’s progress, levels of attainment and attitudes to learning. Parents commented very positively on the quality of these reports and meetings and they said they valued the way in which they were given information on how well their children were performing against UK standards.

A highly effective parents’ representative group is having an increasingly strong influence on the work and life of the school. For example, members are involved in working groups that are reviewing parts of the school curriculum such as Islamic Education. Findings from surveys of parental views and the inspectors’ meeting with parents both confirm that, as one parent stated, ‘this school listens carefully to parents and carers and takes action whenever it can.’ Examples of action taken can

be illustrated by the changes made to 'drop off' and 'pick up' arrangements at the start and end of the day. These were instigated following discussions with parents.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standards. The complaints' procedures are clear and are readily available for parents to access should the need arise. Parents are encouraged to raise initial concerns at classteacher level. Most do and the overwhelming majority are satisfactorily resolved. The policy allows for a 'staged' process with complaints referred to the GEMS corporate management group if the school-based steps are exhausted. School records indicate that complaints' procedures are rarely used and parents confirmed that easy access to school leaders means that any issues can usually be addressed informally.

Standard 8. The quality of provision for boarding

Not applicable

Standard 9. Leadership and management of the school

Excellent leadership is at the heart of why the school is so successful. It starts with the Principal who has a strong commitment to enabling leaders at all levels to make a significant contribution to decisions made within their areas of responsibility. This happens in practice and helps to explain why parents and pupils are so complimentary about their 'easy access to all leaders' and why they say 'no-one is afraid to make a decision'. They are confident that the school is very well led. The Principal is well-supported by leaders at all levels, including leaders in the Early Years Foundation Stage, who bring a dynamism to the school. There is no sense of complacency but, instead, a strong desire to further improvement in a school that is already highly regarded.

School leaders articulate a clear and consistent vision for the future and set the highest expectations of both staff and pupils. As the school's mission suggests, underpinning its drive for excellence there is a firm commitment to, 'celebrating diversity in a spirit of understanding and tolerance'.

The school has an accurate understanding of its strengths and weaknesses because its self-evaluation is rigorous and honest. All staff are encouraged to contribute to self-review and this results in a series of well-constructed 'mini-evaluations' by different departments that, in turn, inform the whole school development plan. This is concise, well-constructed and identifies the correct priorities for further improvement.

The school rigorously compares its examination results against the best schools in Dubai and internationally and there is a wealth of information provided about pupils' performance. At every level, pupils' performance is checked and, if necessary, challenged with interventions arranged to reduce the risk of any potential underperformance. Staff are held to account for the performance of pupils in their class and year group leaders play an important role in ensuring that there is a consistency between the classes. Indeed, there is a transparency about the accountability systems so that everyone is clear about expectations of performance. A feature of this approach is that all staff have an involvement, they know the expectations and so have a genuine ownership and commitment to future improvements. As a result, the school has an excellent capacity for further improvement.

The GEMS Board, through the Director of International schools, provides excellent support and guidance to the school's leaders. A strategic direction is agreed with the Principal and clear expectations of performance are agreed. School-based staff are then empowered and supported to deliver what has been agreed. Regular meetings are held with the Principal to ensure that suitable progress is being made and to hold the school to account. Governance works so well because there is a clear separation of roles and responsibilities that is understood by all concerned. In addition, the growing involvement of parents on working groups is helping to ensure that their views and opinions are taken into account at every stage of the decision-making process.

Efficient systems ensure that all financial, legal and safeguarding regulations are met. Furthermore, the school actively promotes equal opportunities and rigorously tackles any form of discrimination. High-quality staff appraisal, complemented by an extensive range of training opportunities for staff, is contributing to the picture of excellent learning and teaching observed across the school.

The school has a good balance of experienced and newly appointed staff, all of whom are very well qualified and trained. Most are British trained and qualified which enables them to confidently teach the UK curriculum and prepare pupils well to enter or re-enter the UK education system.

Compliance with regulatory requirements

Jumeirah Primary 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. Improve the accuracy of assessments made of children as they start school and as they move from year to year.

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 Primary
Type of school	Private
Date school opened	1996
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll (full-time pupils)	1415
Number on roll (part-time pupils)	0
Annual fees (day pupils)	Dhs 32,775 – Dhs 41,315
Annual fees (boarders)	N/A
Address of school	PO Box 29093 Street 19
Telephone number	Off Al Wasl Road Al Safa1
Email address	Dubai
Principal	Mr Chris McDermott
Proprietor	Mr Sunny Varkey

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards –

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

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

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

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

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

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

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

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