

# Jumeirah English Speaking School

## British Schools Overseas Inspection Report

Inspection Dates: 16-18 Nov 2016

Lead Inspector: Kenneth Thomas  
Team: Sally Lane, Ann Marie Dimmeck

Age Group: 3-11  
Report Published: Jan 2016  
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## Purpose and scope of the inspection

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

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

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

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

The Standards are as follows:

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

The purposes of the inspections are to:

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

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

### Key for inspection grades

<b>Grade 1</b>	<b>Outstanding</b>
<b>Grade 2</b>	<b>Good</b>
<b>Grade 3</b>	<b>Satisfactory</b>
<b>Grade 4</b>	<b>Inadequate</b>

### Proportions used in the report

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

## Information about the school

Jumeirah English Speaking School (JESS), Dubai, was established in 1976. It is a large, private, non-selective, multicultural day school. The school is organised in two phases: the Early Years Foundation Stage (early years) and primary. All pupils follow the English National Curriculum. Pupils are currently tested at the end of Key Stage 2 (Year 6) using Standard Assessment Tests (SATs) papers in English and mathematics. However, the use of assessment criteria based on the new National Curriculum in England is becoming integral to the school's procedures for measuring and recording the progress of pupils without the use of attainment levels. To ensure accuracy, writing assessments and levels are cross-checked with a primary school in England.

At the time of the inspection, there were 698 pupils on roll aged from three to 11 years. The majority of pupils have United Kingdom (UK) backgrounds. Most of the other pupils, representing approximately 48 different nationalities, speak English as an additional language. The school has identified that 23 pupils have some form of special educational need. On leaving the school, most pupils go on to JESS Arabian Ranches Secondary School.

There are 51 appropriately qualified teaching staff, almost all of whom have a British teaching qualification. A new director, with overall responsibility for the three Jumeriah English Speaking Schools in Dubai, took up his appointment in September 2015. Following the resignation of the previous headteacher and pending the appointment of a substantive headteacher, the deputy headteacher became acting headteacher in September 2015.

## Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The school was notified of the inspection date three weeks in advance. The inspection team had access to a wealth of information about the school prior to the inspection. Schools in Dubai are required to submit documents online each year and inspection teams can view these. On this combined inspection, there were also eight DSIB inspectors. The two teams contributed to a shared evidence base. In total, inspectors visited 82 lessons, of which a few were joint observations with the school's senior leaders. They held 17 meetings with school governors, the director, staff, parents and carers. They also met with groups of pupils. Inspectors observed the school's daily routines and looked at self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. They also met with a group of parents and examined the results of questionnaire surveys returned by parents and staff, and followed up on issues that were raised.

## Evaluation of the school

Jumeriah English Speaking School provides an outstanding education for its pupils. From starting points that are broadly typical for their age, children make excellent progress and reach high standards in almost all subjects.

Attainment in **English**, at the end of both Key Stages 1 and 2, is high compared with that of pupils of the same ages in schools in England. In the early years, children make rapid progress in the development of their listening and speaking skills. They become increasingly secure in the use of their phonetic skills to read and write three-letter words. Children's ability to use technology to support their learning is exceptional. They collaborate well when playing or learning in small groups, for example, when organising a car wash and working as a team.

Outstanding progress continues as pupils move through Key Stage 1. As a result, speaking, listening, reading and writing skills develop rapidly. In Year 2, pupils are able to read accurately, making good use of their knowledge of phonics to sound out unfamiliar words. Their comprehension skills are well developed and most are able to extract information from text; for example, when researching facts about different animals. Writing demonstrates pupils' increasing knowledge of spelling, grammar and punctuation. They write short sentences using capital letters, full stops and verbs. They use adjectives and adverbs to enliven sentences.

In Key Stage 2, pupils become increasingly articulate and assured speakers. When working in small groups, they share their ideas with confidence and listen respectfully to the views of others. By Year 6, most pupils are enthusiastic readers who are able to read clearly and with expression. They are able to describe their favourite authors and books, and to identify the significant ideas, themes and characters in both fiction and non-fiction. Pupils' writing shows the ability to vary sentence structures for clarity, purpose and effect when, for example, describing the feelings of wartime evacuees. Writing is increasingly interesting with effective use made of figurative devices such as similes and metaphors.

Pupils' attainment is high in mathematics and their progress is outstanding. Attainment exceeds children's performance in schools in the UK in the early years, and that of pupils at the end of Key Stage 1 and Key Stage 2. By the time children enter Year 1, most exceed the early learning goals in number and shape. They are able to identify numerals and count accurately, and confidently use a variety of resources to support number recognition and ordering.

In Key Stage 1, pupils are able to construct and interpret tally charts using favourite animals as a focus. They are increasingly confident in the use of appropriate mathematical language. Most are able to describe the differences between number operations and use standard and non-standard measurements and write sums accurately. They are able to explain the relationship between whole and part numbers. In Key Stage 2, pupils' work is characterised by well-developed links between key aspects such as number, shape and simple algebra. This is seen, for example, when calculating the perimeter and area of rectangles and establishing the links between rectangular sides.

Pupils' confidence in using and applying their mathematical knowledge is a real strength. They talk assuredly about their work and most can explain how they complete mathematical tasks. They calculate effectively using all four number operations. Real-life contexts are used successfully to link curriculum areas and bring the subject to life. For example, in a Year 3 lesson on money, pupils were set the task of planning and buying objects for a pirates' party. They confidently applied their calculation skills and thrived on the challenge of using their mathematical skills in a realistic context.

Science attainment is high and is well above average at the end of Key Stage 1 and Key Stage 2 when compared to pupils of a similar age in the UK. In the early years, children's understanding of the world develops through their active involvement as scientists, exploring, investigating, observing and making discoveries. For example, they can observe changes regarding the colour changes when adding water to sweets and can use scientific equipment such as pipettes with control. Great excitement ensued when they discovered that baking soda and vinegar when combined would create bubbles.

Throughout the school, pupils learn to work scientifically, suggesting appropriate enquiries, predicting, carrying out experiments as fair tests, observing results, gathering data and drawing conclusions at an age-appropriate level. They learn science either within the context of their themed topic or discretely. Many excellent opportunities are provided for critical thinking, evaluation and analysis within scientific themes. These are often stimulated within the dynamics of groups working collaboratively, an environment in which pupils worked particularly well. As a result of the excellent learning opportunities and resources, combined with outstanding learning skills, pupils make outstanding progress.

In Key Stage 1, pupils can classify animals by what they eat using the terms 'herbivore' and 'carnivore' and understand that humans are omnivores. By the end of Year 2, pupils are able to carry out experiments to measure how much sugar there is in a variety of drinks. Having already learnt that there are almost 10 teaspoons of sugar in a can of fizzy drink in a previous lesson, they are able to predict, giving reasoned and articulate arguments, as to the amount of sugar they think would be in other drinks. They work collaboratively extremely well, each with a defined team role.

In Key Stage 2, pupils in Year 6 investigate how circuits work, working through challenges set for them including making circuits, photographing them and then drawing correct circuit diagrams.

They check the accuracy of their work and work independently with excellent self-confidence. This allows the teacher to offer support and challenge to ensure all individual needs are met.

A similarly highly positive picture of pupils' attainment and progress is evident in the range of other subjects on offer. In information and communications technology (ICT), pupils make outstanding progress so that, from the early years to Year 6, children and pupils are able to cope with work usually seen in much older year groups. Pupils also excel in a wide range of arts, sports, music and drama which enriches their learning. Disabled pupils and those who have special educational needs make excellent progress because of the high quality of support provided. Pupils identified as gifted and talented are appropriately challenged and, as a result, make comparable rates of progress to their peers, as do those who speak English as an additional language.

### **Summary of other judgements against the BSO standards:**

The quality of the curriculum provided by the school is outstanding (see Standard 1 below).

The quality of teaching and assessment is outstanding overall (see Standard 1 below).

Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

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 this standard (see Standard 5 below).

The provision of Information for parents meets the standard (see Standard 6 below). The quality of the information received by parents is very high. Even so, there is some uncertainty among parents as to the means by which they can communicate any suggestions or concerns to the board of governors.

The school's procedures for handling complaints meet the standard (see Standard 7 below).

The leadership and management of the school are outstanding (see Standard 9 below).

**As a result of this inspection, undertaken during November 2015, the school has demonstrated that it meets the Standards for British Schools Overseas. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.**

## **Standard 1. The quality of education provided by the school**

The school meets the requirements of the standard. **The school's curriculum is outstanding.** Pupils' learning is greatly enhanced by the curriculum that meets the needs and interests of pupils exceptionally well. The curriculum is regularly reviewed to ensure its relevance and full account has been taken of the recent changes in the curriculum. As a result, the curriculum fully matches the requirements of the framework for the Early Years Foundation Stage and the National Curriculum for England. The curriculum effectively prepares pupils of all ages and abilities for entry or re-entry into the education system in the UK.

The school is successful in its aim of providing a curriculum that develops a broad knowledge base while promoting critical and creative thinking. In the early years, children are provided with a highly engaging range of learning activities and a stimulating variety of resources. These



capture their imaginations and help them to develop and build exceptionally well on their starting points. Imaginative curriculum planning ensures that pupils build on this start as they move through the school. As a result, skills, knowledge and understanding flourish and attainment is high. While there is an appropriate emphasis on the development of numeracy and literacy, pupils have numerous opportunities to develop their creative potential in science and in other subjects. Excellent levels of specialist input in computing, physical education (PE), French and music, for example, ensure standards are high in these subjects. The curriculum is particularly well planned for disabled pupils and those who have special educational needs, and so their learning experiences are similar to those of their classmates. As a result, all pupils are very well prepared for the next stage of their education.

A strong feature of the curriculum is the blend of cross-curricular topics and discrete subjects. These ensure that pupils' learning experiences in different subjects are integrated and enable links to be made with aspects of life in Dubai and the UK. A global citizenship topic, for example, includes the history of Dubai, traditional industries, urban growth, economic diversification and environmental issues. Through topics such as this, pupils increase their understanding of the interdependent nature of human life. British history and traditions are strongly represented through topics such as the Second World War, the Victorians and 'What Makes Britain Great' and also through the wide range of fiction and non-fiction books by renowned British writers.

An extensive range of extra-curricular activities enriches the curriculum. These extend to all areas of the school and provide pupils with numerous opportunities to pursue their individual gifts, talents and interests in, for example, art, music, drama, dance and a wide range of sports. The curriculum is brought to life through visits to art galleries, museums and the theatre, and through residential visits to, for example, Dibba in Year 6 and Al Dhaid in Year 5. Pupils in Year 4 enjoy the overnight stay in the 'Viking Camp' in the school grounds as part of their topic on the Vikings. All of these activities contribute not only to pupils' academic development but also to their excellent personal and social development.

**The quality of teaching and assessment is outstanding.** Teachers know their pupils very well as individuals. They use their secure subject knowledge and information from assessments to plan lessons that offer suitable levels of challenge to individuals and groups. Teachers are adept at supporting any pupils who experience difficulties in learning. Through a mixture of small group and individual support, teachers ensure that disabled pupils and those who have special educational needs take a full part in lessons. As a result, their progress is equal to that of others in the class. Very effective support is provided for the few pupils who speak English as an additional language. This ensures these pupils make rapid progress from the time they join the school. Teaching assistants work in close partnership with teachers. They are exceptionally well trained and make a strong contribution to the progress of all groups of pupils.

Teaching in the early years is outstanding. In the highly stimulating indoor and outdoor areas, adults provide numerous opportunities for children to talk and to develop their vocabulary through a wide range of activities. Questioning is used very effectively to extend children's knowledge and understanding. Teachers assess children's learning soon after they have started school, and these assessments are repeated on a regular basis through the school year. These are very accurate and illustrate clearly the excellent progress children are making.

Teachers work together in effective teams, drawing on their detailed knowledge of the national curriculum and sharing innovative ideas in planning pupils' learning. This leads to very effective

learning, characterised by high expectations and challenging work that develops high-level critical thinking. Classrooms provide highly stimulating learning environments with multiple displays. These not only celebrate pupils' work, but also display guides and prompts, which help pupils to achieve their learning objectives. In these environments, excellent relationships between pupils and adults lead to exemplary behaviour and a real thirst for learning. Most classrooms buzz with the excitement of learning and pupils are often willing to postpone break time to complete an activity.

Teachers make very good use of the excellent resources and facilities, and technology is used imaginatively to support learning. For example, in a Year 4 science lesson, pupils used a programme that helped them to think visually in order to upload and organise photographs they had taken of the three states of matter. Also, in Year 5, pupils showed well-developed entrepreneurial skills in creating their own websites.

Teachers assess pupils' learning regularly and accurately against that typical for their ages at all key stages. They use this information to identify any underperformance and to inform their teaching. Self and peer assessment are important aspects of most lessons. Through assessing their own work or that of others, pupils extend their understanding of the learning objectives and the success criteria. Pupils also keep reflection diaries, in which they choose their best moments of the week and record the reasons why. Teachers mark pupils' work regularly and provide clear advice on how the work can be improved. Most make sure that pupils respond to this advice.

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

The school meets the requirements of the standard. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through, for example, art, music, sport and the belief in mutual respect and tolerance the school so strongly upholds. The impact is seen in pupils' acceptance of diversity and of clearly defined boundaries of what is right or wrong as they move through the school. These values contribute strongly to pupils' outstanding behaviour and attitudes to learning. British values are promoted throughout all school activities and are supported extremely well. Pupils develop their understanding of democracy through, for example, voting for class representatives and other positions of responsibility.

The school's highly positive ethos helps each individual to develop self-respect and respect for others. Pupils readily accept the school's high expectations of their own behaviour. They enjoy celebrating the successes of others, and are very accepting of each other's views and opinions. In lessons, pupils develop self-confidence; they evaluate their own achievements and use this self-knowledge to develop their academic and personal growth. This is also evident at break times when pupils consistently demonstrate excellent attitudes and a well-developed self-discipline.

The school places a high priority on pupils' all-round development and there are numerous opportunities for pupils to take on leadership roles. As heritage heroes, subject monitors, librarians, members of the green team, house captains, sports captains and many more positions of responsibility, pupils learn to take responsibility and develop self-confidence. The work of all of the pupil groups is co-ordinated by the pupil leadership executive. The executive



represents the views of pupils and contributes much to the smooth running of the school, and the fostering of a community of caring learners.

Pupils are very proud of their school. They say that all adults genuinely care for them and confirm teachers make their learning enjoyable. Pupils enjoy being part of a socially inclusive school. This is reflected in the high level of attendance, which is over 98%, and their excellent punctuality at the start of the day. In this happy and caring environment, pupils say that they feel they are part of one big family in which all care for each other. This is seen in the 'buddy system', for example, through which older pupils take care of younger ones. Pupils are able to express their feelings and opinions. They have the opportunity to reflect on events that have significance in their lives and they know that there is always a supportive adult willing to help them.

Through residential visits, pupils are provided with valuable social and cultural experiences that assist them in developing their teamwork skills. These skills are also developed through the very good use that is made of the educational opportunities provided in the local community. Through support for a wide range of charities both in the United Arab Emirates (UAE) and across the world, such as the Alihsan charity centre in Ajman, the Ro'yati Society which helps support families in need, the Al Noort Special Educational Needs training centre, and an initiative to recycle uniforms for schools in Tanzania, the school extend pupils' awareness of social responsibility.

British values are woven throughout all school activities and are supported extremely well. For example, teachers often draw on British examples when teaching pupils about democracy and tolerance. As a result, pupils develop a secure understanding of the traditional British values of tolerance, democracy, and respect for the freedom of expression and other human rights. The curriculum is also successful in ensuring that pupils are respectful of the cultures and values of others. It helps them to understand their place, role and responsibilities in their own community and further afield as an essential element of their preparation for life. Pupils' spiritual, moral, social and cultural development is at the heart of the school's ethos. Their excellent academic achievement is built upon the firm foundation of their outstanding personal, social and emotional development.

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

The school meets the requirements of the standard. The school's provision for the welfare, health and safety of its pupils is outstanding and pupils feel completely safe and secure. Pupils are enthusiastic about coming to school, which is reflected in the high levels of attendance. Absence is carefully monitored and followed up daily to ensure pupil safety. Safeguarding and child protection are given high priority and conform to the best practice in the UK, with sensitivity to the local context. A very clear policy, linked to regular training, ensures that all staff are in no doubt about their responsibilities with regard to safeguarding and child protection. Pupils know who they can talk to if they have any concerns. They understand fully how to keep themselves safe when using the internet both in school and at home.

The school's behaviour policy incorporates its anti-bullying policy. This very clearly outlines the referral process, recording of incidents and behavioural expectations. While there is an appropriate amount of adult supervision during break times, there is rarely need for any intervention because pupils enjoy playing together and the self-discipline that is so evident in

lessons is also seen in the play areas. Admission arrangements and induction procedures for pupils are excellent, sensitive and carefully matched to individual needs. New pupils are supported really well by adults and their peers and so they settle quickly. All pupils, including disabled pupils and those who have special educational needs, know they are cared for and valued as members of the school community.

The protection of pupils is given a high priority by the school. The site is secure and all pupils, staff and parents contribute to effective security measures related to access to the school site. The operations manager oversees all the required health and safety policies and ensures that checks of the premises and equipment meet local safety requirements. Fire and evacuation procedures are rehearsed regularly and lockdown drills are well established. As a result, pupils and staff feel safe and secure within the school.

Comprehensive risk assessments are carried out for all off-site visits. Parental drop-off and pickup are monitored closely. The school does not currently have any disabled pupils, but has ramps available if any pupil requires assistance in entering or exiting the single story buildings. The medical facilities are excellent. When the need arises, nurses work very closely with staff to ensure that they are aware of a pupil's medical condition. As well as dealing with injuries and issuing medication, the nurses assist the visiting doctor with medical check ups. All these are fully recorded. Healthy living and eating are strongly promoted through talks by nurses, as well as through the science curriculum.

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

The requirements of this standard are met. Governors ensure that there is full compliance with local requirements regarding identity, right to work in the UAE, and suitability to work with children. The school ensures that all staff qualifications are genuine and that volunteers are carefully checked and supervised. There is a comprehensive list of staff and volunteers who work in the school, or who have worked in the school since the time of the last inspection. It shows the dates when they commenced and ceased working at the school.

#### **Standard 5. The premises and accommodation**

The school meets the requirements of the standard. The school premises provide pupils with a high quality learning environment that meets all the necessary local regulatory requirements. Classrooms are spacious, well lit and ventilated and maintained to a high standard. There are sufficient washrooms for all pupils. All classrooms, central areas and outside learning environments are welcoming spaces, where a wide range of highly stimulating learning opportunities are provided for pupils, who are keen to learn. The very high quality of display, which mostly celebrates significant achievements by pupils, contributes to this stimulating environment. A sense of community is created for both teachers and pupils because year groups have their own self-contained buildings on the spacious site, surrounded by beautiful gardens and safe play areas. Of particular note is the early years learning environment, which is of an exceptionally high standard.

Specialist facilities include a well-stocked library, superb sporting facilities including a covered outdoor swimming pool and artificial pitches, a spacious music centre with a wealth of musical instruments, including steel drums, and an information technology room with 23 computers and

tablets for use in classrooms. All learning areas are equipped with interactive whiteboards. There is currently no specialist provision for art or laboratories for science, but this does not stop pupils from working scientifically in the classroom.

The school site has a high level of security both day and night to ensure the safety of pupils. The security team monitor the CCTV cameras and carry out their duties responsibly; they report daily to the operations manager, who deals immediately with any issues arising. All contracted staff, including cleaning, maintenance and security staff, are security checked for their suitability to work with children. The fire evacuation practices are recorded, evaluated and improved as required. The evacuations take, at most, three minutes because the pupils, including those who have special educational needs are well rehearsed and sensible. Comprehensive risk assessments for excursions are in place. The nurse meets the needs of pupils who are ill in good facilities. There are appropriate facilities for the hygienic preparation, serving and consumption of food.

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

The school meets the requirements of this standard. Parents are highly supportive and say that their children love coming to school. They are very appreciative of the high quality of education the school provides. As one parent said, 'children not only do well academically, they grow as individuals because of all the school does to promote their all-round development.' This view is endorsed by inspection findings. Parents particularly appreciate the high quality of teaching and level of commitment of all staff. They have complete trust in the headteacher and senior staff and know that the school has an open-door policy if they have any concerns. They say that all staff are approachable and that, because teachers know their children as individuals, their learning is highly personalised. Parents with children in the early years speak very positively of the excellent quality of support given to their children when they enter school.

The provision of information for parents is outstanding. Ensuring that relationships with parents are positive and productive is given a high priority and systems for keeping parents informed about all aspects of their children's education are very effective. Through the school website, e-mails, newsletters, parents' meetings and a variety of other forms of communication, parents are kept fully informed of school events and their children's achievement and progress. Through the school communicator, parents are informed of school events and their children's progress. .

Contact details of the school and the board of governors are readily available on the website. However, there is some uncertainty among parents of the means by which they can communicate any suggestions or concerns to governors. The school's mission, vision and core values are prominently featured as are all the key policies. The JESS Parents' Group (JPG) aims to bring the whole school community together and adds considerable value to the school. The JPG organises numerous social events for pupils, parents and staff and raises substantial funds to purchase extra resources and to support a number of charities. Resources financed by the JPG, for example, include mathematics and phonics games, books, toys, tablets, the beautiful Foundation 1 garden, bleachers for the PE department, and the traverse climbing wall which is much enjoyed by pupils at break times.

## **Standard 7. The school's procedures for handling complaints**

The school's procedures for handling complaints meet the requirements of the BSO standard. The procedures are clear and made available to parents when their children join the school, and through the school website. The benefit of resolving matters informally is emphasised and there is a staged procedure, with suitable timelines, if parents are not satisfied with the response to an informal complaint. Records indicate that the need to initiate the complaints' procedures is rare. Parents confirmed the availability of senior staff to listen to their concerns and their willingness to try to resolve any issues without recourse to formal procedures.

## **Standard 8. The quality of provision for boarding**

The school has no boarding provision.

## **Standard 9. Leadership and management of the school**

The school meets the requirements of this standard. Excellent leadership and management are at the heart of the school's continued success. With the full support of the board of governors, the recently appointed director sets a clear educational direction for the school. The headteacher is highly respected by parents and leads a very effective senior management team. They are highly visible around the school and set high standards for themselves, staff and pupils. They are supported by an outstanding group of middle leaders, including subject and year heads. Morale is high and all staff are absolutely clear about the high expectations that are set for them and the pupils. Together they communicate a clear vision based on 'achieving excellence together', which is shared by pupils, parents and staff.

This is a school that does not rest on its laurels. There is a clear commitment to continuous improvement. This is one of the reasons why the school achieves such high standards. The school's monitoring of its performance, evaluation of its successes and recognition of appropriate priorities are detailed and very accurate. Priorities for improvement are identified in school action plans. These are understood clearly by all staff and monitored closely by the board. As a result, there is a consistent approach to improvement planning.

Contributing to the school's success is the strong focus on creating a culture that positively promotes outstanding attitudes and behaviour towards school and learning. These systems are firmly embedded in the life of the school and pupils readily accept the high expectations that adults have of them. In this school, pupils develop a firm understanding of different values, such as tolerance and respect, and appreciation of diversity. Equality of opportunity is promoted as a matter of course and any instances of discrimination would be vigorously tackled.

Staff are efficiently deployed and the school runs very smoothly. Procedures for assessing the performance of teachers are rigorous and subject leaders regularly check the quality of teaching in their subjects to ensure that pupils are taught well. The early years is led and managed exceptionally well. Adults plan an excellent range of imaginative and interesting activities, and so children make rapid progress from the moment they join the school. In addition, leaders of aspects such as the provision for disabled pupils and those who have special educational needs have an excellent, detailed knowledge of what they have to do to support these pupils.

Teachers and teaching assistants are provided with a very good range of training opportunities, including opportunities to share good practice, to develop their teaching skills. This helps to explain why teaching and learning are outstanding. Staff recruitment and induction processes are exemplary. Newly appointed staff are mostly British trained. As they are given excellent support, they settle quickly and make a full contribution to the success of the school.

Governance of the school is excellent. The board of governors works closely with the director and headteacher, and provides a clear vision for the future of the school. The separate responsibilities of the board and the senior leadership team are fully understood and respected. Governors bring a wealth of experience to their roles, drawing on their individual strengths in, for example, education, law, finance, medicine and construction. They understand and are exceptionally well placed to fulfill their role as 'critical friends'. Financial, legal, safeguarding and child protection policies are effectively implemented. The board holds the leadership of the school fully to account for its performance. The performance, recruitment and retention of staff, the quality of teaching and checks on pupils' progress are regularly discussed with the director and the headteacher. Performance targets for the director and the headteacher are set in discussion with the board.

## Compliance with regulatory requirements

Jumeriah English Speaking School 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. Clarify the means by which parents can communicate any suggestions or concerns to the board of governors.



## 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

	NA			
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### Leadership and management

Overall effectiveness of leadership and management	√			
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## School details

<b>Name of school</b>	Jumeirah English Speaking School
<b>Type of school</b>	Primary
<b>Date school opened</b>	1976
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll (full-time pupils)</b>	698
<b>Number on roll (part-time pupils)</b>	0
<b>Annual fees (day pupils)</b>	Dhs 34,440 – Dhs 42,561
<b>Annual fees (boarders)</b>	N/A
<b>Address of school</b>	Al Safa, Jumeirah
<b>Telephone number</b>	04 – 3945515
<b>Email address</b>	<a href="mailto:Jess@jess.sch.ae">Jess@jess.sch.ae</a>
<b>Headteacher</b>	Asa Firth
<b>Proprietor</b>	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 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. Education Development 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). Education Development Trust 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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