

Jumeirah English Speaking School- Arabian Ranches

British Schools Overseas Inspection Report

Inspection Dates: 6-9 October 2019

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Age Group: 3-18

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent four 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 its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on Edubase.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

A policy update was issued by the DfE in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this, and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment)
2. The spiritual, moral, social and cultural development of pupils
3. The welfare, health and safety of the pupils
4. The suitability of the proprietor and staff
5. The premises and accommodation
6. The provision of information
7. The manner in which complaints are handled
8. The leadership and management of the school
9. The quality of provision for boarding

The purposes of 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.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

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

Information about the school

Jumeirah English Speaking School, (JESS) Arabian Ranches, Dubai, is a not-for-profit, inclusive, co-educational school that caters for pupils from three to 18 years. The school is smaller than similar all-age schools in Dubai. JESS has been in operation since 1976 as one of the first British curriculum schools in Dubai. The original primary in Jumeirah still exists and serves around 700 pupils. In 2005 this 3-18 school was opened in Arabian Ranches. It serves around 1,500 pupils (540 primary and 960 secondary).

The school has a new director as of August 2019 as well as a new head of secondary and three new members of the secondary leadership team.

The school has developed over time to truly represent Dubai in terms of nationality with pupils from over 70 countries. Approximately 50% of the pupils hold a British passport. English is the language of instruction for all pupils. A small minority of pupils speak English as an additional language. The school has identified 105 pupils as having a recognised special educational need and/or disability (SEND). The Oasis (Learning Support) team works in close partnership with other adults to plan an appropriate model of provision for each individual child on the SEND register.

Many of the school systems and procedures are based on British best practice and almost all teachers are from the United Kingdom (UK).

After their post-16 studies, almost all students move on to universities around the world but the majority (69%) study in the UK.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by a team of three Education Development Trust inspectors. The inspection dates were agreed with the school with 10 weeks' notice of the start date of the inspection. The inspection team had access to information about the school prior to the inspection. Over four days, the team observed 64 lessons. Inspectors held 22 meetings during which discussions with staff, pupils, parents and carers and governors took place. Inspectors scrutinised pupils' work, surveys of the views of parents, pupils and staff and school documents and generally observed the school at work.

Evaluation of the school

Jumeirah English Speaking School, Dubai, is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years. It meets the standards for British Schools Overseas and shows excellent capacity for further improvement.

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

Across the **early years** progress is outstanding. Attainment is well above the UK average in all aspects of the early learning goals. The children get off to a good start when, right from the beginning, routines are established so that they become actively involved in their own learning. As a result, they are well prepared to build on their achievements in key stage 1.

Initial assessments before the children enter the school and focused observations of the children in their first few weeks lead to teachers having an accurate assessment of the strengths and weaknesses of children's skills. Accordingly, support is mapped out and children's interests are taken into account when planning activities and this provides them with a positive start to their early-years education.

Children make rapid progress in speaking, listening and early number work. As a result of a wide range of opportunities, they make excellent progress in learning about the world around them as well as improving physically and creatively. Their curiosity is aroused by what they see and, as a result, an excellent foundation for learning is established.

Relationships at all levels provide a highly positive learning environment where children thrive. Adults nurture children's personal development and well-being extremely effectively. Staff are highly skilled at motivating children to join in with new activities. Clear boundaries and expectations mean that children learn to share resources sensibly and behave well. Parents are involved closely in contributing to assessments of children's learning. This enables teachers to identify what they need to do to improve their development and progress.

Attainment in **English** is outstanding for all groups of pupils. Children come into the school with skills in English language and communication broadly typical for their age. They make outstanding progress so that by the end of the foundation stage they attain levels which in most cases exceed expectations in both reading and writing. Progress continues to accelerate

through the primary phase and by the end of Year 6 a large majority exceed expectations. Attainment as seen in lessons is excellent for many: careful and urgent teaching enables pupils to extend their active and passive vocabulary, using dictionary and thesaurus to excellent effect. In Year 3, pupils show a confident pride in adapting an example construction to express different ideas.

In the secondary phase, pupils show outstanding skills and knowledge in listening and reading, with strong comprehension and confident control when they write. Year 8 pupils learn good habits about the construction of sentences and paragraphs. In Year 10 pupils can discuss rhythm when it alters emphasis. Pupils engage positively with Macbeth in Year 11. They show a sophisticated understanding of narrative technique in the novel, having developed good reading habits and a love of the library. Attainment as seen in lessons and in results in public examinations at the end of key stage 4 is outstanding. This confirms that progress throughout the secondary phase is also outstanding and well above national averages.

Attainment post-16 is excellent. Students relish the challenges of *The Great Gatsby* enjoying complexity and paradox, and displaying potent expressive skill. They identify the link between language and character and discuss it using appropriate language. Their progress is secure. Results in examinations confirm that by the end of Year 13 they attain standards which exceed expectations and world averages.

Attainment in **mathematics** is outstanding. Pupils' attainment in mathematics at the end of primary, secondary and post-16 is outstanding. They make excellent rates of progress during their time in the school.

Throughout the primary years, pupils become fluent in the fundamentals of mathematics through frequent and varied practice so that they develop the ability to recall rapidly and accurately.

Children enter the early years with skills and knowledge in mathematics that are typical for their age. There is a strong focus on basic skills and stimulating children's curiosity about numbers, learning through play and using mathematical language effectively. Children in the Nursery can count numbers to 10 and can create simple patterns using colours and shapes. Children in Reception can confidently count to 20 and beyond as well as being able to count backwards from 20 recognising and ordering these numbers. As a result, the proportions of children reaching and exceeding the early learning goals in numeracy and shape, space and measure are well above average.

This outstanding progress continues into key stage 1 with Year 2 pupils being able to use standard units to measure length. They demonstrate skills in prediction and can measure and record their findings using correct mathematical terminology. By Year 6 pupils show skills and confidence in beginning to apply their knowledge of common factors and multiples to solve problems. Primary pupils have sufficient confidence to apply mathematical knowledge and skills in cross-curricular work and problem solving. By the time pupils reach the end of the primary phase, they achieve results well above the UK national average.

Pupils in key stages 3 and 4 continue to make excellent progress and achieve well above the national average for schools in England. Results in GCSE examinations in 2019 also outstanding with 76% of the pupils attaining A-A*(7-9) and 43% gaining A*(8-9).

Pupils receive regular opportunities to grapple with complex mathematical investigations. For example, in Year 13 students are challenged to investigate how to find the area between a curve and a straight line using and applying their previously learned knowledge. Teachers act as facilitators in students' learning of complex mathematical concepts, providing the right balance of challenge and support. Consequently, at the end of the IB course, students perform consistently well above the IB world average. In 2019 IB students achieved over one grade higher than predicted in mathematics, which demonstrates the high quality of provision across the school.

Attainment in **science** is outstanding and exceeds the national averages in the UK for all key stages. The progress made by pupils overall is better than that of similar pupils in other schools in the UK. There are no significant differences in the performance of different groups. Pupils who have SEND make similar progress compared to that of other pupils in line with their ability.

Children in the early years are given opportunities to examine differences and similarities in their own environment and that of others. For example, children in Reception explore how the environment in the desert differs from that of the jungle and the Antarctic and which animals can survive in these varied climates.

By the end of Year 6 in the primary school pupils achieve outstanding standards well above the UK average. An enquiry-based approach and a focus on working scientifically ensure that almost all pupils make outstanding progress from their starting points. Over the last three years, performance in external tests has remained consistently high overall and shows very high levels of progress. Teachers focus on a love of learning science throughout the primary phase and plan exciting activities to enthuse pupils. For example, in Year 5 pupils each had an opportunity to dissect real flowers to identify the different parts while others began by looking at 2D and 3D models.

In key stage 3 the focus is on skills development to equip pupils for the rigours of examination courses. Year 7 pupils had an enjoyable lesson looking at reactivity where the chemicals were labelled as potions such as 'poison cat eye' rather than copper sulphate. By the end of key stage 4, the majority of pupils achieve A* grades in the separate sciences at GCSE and a large majority achieve A* A (7-9) in combined science. This represents high standards well above UK and international averages and impressive progress. Pupils achieve on average one grade higher in their GCSEs than indicated by predictions based on their varied starting points and when compared to other pupils with similar starting points.

Performance in the IB is equally accomplished with students achieving scores on average between 5 and 6 in the separate sciences at higher level (HL) and standard level (SL). These standards are almost one and a half grades higher than world averages and represent high levels of progress from the mixed-ability cohort.

Across the school, pupils make outstanding progress in a range of subjects to reach very high standards. Their exceptionally strong attitudes to learning contribute strongly to the progress they make. Pupils in key stage 3 particularly enjoy their innovation lessons, which combine science, technology, engineering, maths (STEM) design technology (DT) and information technology (IT) in exciting projects such as creating moon-landing vehicles or flat-pack furniture to meet a specific need. Not only do these projects encourage independence, creativity, presentation skills, collaboration and teamwork, but they encourage risk taking in a safe environment.

In GCSE and IGCSE 100% of pupils achieved five A*-C grades including English and mathematics in 2019, with 71% achieving A*A (7-9), which was well above UK and international averages, particularly in the context of non-selective pupils. In the IB Diploma, 36.4% of students achieved 40+ points and 100% achieved 30+ points. The school's overall average of 37.82% is 8 points above the world average. The school consistently performs above IB world averages in the areas of extended essay and theory of knowledge as well as individual subject areas. The first year of the extended BTEC Level 3 saw all 9 students passing with very high grades across three courses. All were accepted by their first-choice university destination.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below). To improve the curriculum still further, the school could consider embedding depth and mastery in the primary curriculum and focusing on skills learning from IB through to key stage 3 in the secondary curriculum.
- 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 the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during October 2019, the school has demonstrated that it meets the Standards for British Schools Overseas (2017 updated), except for those standards that cannot be achieved legally in the host country. Those precluded are marriage and civil partnership; gender reassignment; sex and sexual orientation. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

Most of the standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the provisions of the UK Equality Act 2010.

The **curriculum** is outstanding in all phases of the school and enables pupils to make outstanding progress. It meets the requirements of the framework for the early-years foundation stage, the national curriculum for England, GCSE and IGCSE examinations. Students in the sixth form follow the IB Diploma programme, courses or the extended BTEC level 3 and receive a high-quality education. There is clear progression and a strong British focus throughout. Consequently, the

curriculum equips pupils with the knowledge and skills to enter or re-enter the UK education system smoothly and at an appropriate level.

The curriculum is broad and balanced and meets the needs of all pupils, including those with SEND and the few who speak English as an additional language. Units of work are sequenced to build systematically on pupils' knowledge and develop their skills. The school has rightly acknowledged the need now to focus on skills development from the new IB programmes to key stage 3 and to embed further depth and mastery across all subjects in the primary phase. The school ensures that its curriculum engages and motivates all pupils in learning and promotes high standards for academic, personal and social development.

Cross-curricular planning links different subjects ensure that progression in knowledge and skills is transferable. The curriculum is creative and practical and places innovation and digital skills at its heart. The school offers a comprehensive physical education programme and pupils learn to swim from an early age and become proficient swimmers as they move up the school. Rugby, swimming, netball, athletics and football are core sports in which the school competes against other schools in Dubai and international schools.

The curriculum is comprehensive in its development of pupils' understanding of British values, which accord fully with the values of the school. Democracy, the rule of law, individual freedom and respect for all are embraced by the school community. In line with the school's mission statement, an award system is in place to develop pupils, so that 'Making a Difference' (MaD) is important to all aspects of life both in and out of school. The introduction of the 'MaD' award in the primary school has been highly successful as pupils complete different strands of the award. For example, in the 'service and enterprise' strand, pupils develop interpersonal skills as well as community awareness, enterprise and engagement with the world.

The school offers a rich and well-attended programme of extra-curricular activities, including a wide range of sporting activities, competitive teams, the Duke of Edinburgh award, music, drama, dance and art. The curriculum is enhanced further through a variety of educational visits and visitors to the school. Carefully planned visits to local points of interest in key stage 1, for example Dubai Aquarium, and Dubai city-sightseeing bus trips enable pupils to apply their knowledge and understanding in real-life settings. From key stage 3 onwards international visits are offered, including 'creativity, action, service' (CAS) trips to Vietnam to develop in pupils a sense of 'us and our place in the world'. This contributes to pupils considering themselves as global citizens rather than isolated individuals learning isolated subjects. Other trips include educational excursions to destinations such as New York, Washington DC, Bahrain and Japan.

The curriculum is very successful in encouraging pupils to be well-rounded individuals. As a result of carefully planned, regular and up-to-date careers guidance they are exceptionally well prepared for the next stage in their education, particularly in universities in the UK and around the world and/or for employment.

The quality of **teaching, learning and assessment** is outstanding. All teaching is highly effective and planning ensures that pupils of all abilities make excellent progress across the curriculum.

Teachers demonstrate strong subject knowledge and provide clear explanations and engaging tasks which are planned well and promote excellent progress. Teachers' lesson planning is detailed, thorough and consistent. It identifies objectives for pupils of all abilities and highlights

the prime focus on learning rather than simply completing tasks. In the early years, the outstanding teaching is focused on learning through play and exploration.

Pupils across the school are provided with outstanding learning opportunities and teachers ensure that all pupils have a wide range of experiences that promote independent-learning skills and confidence. These include skilled and effective use of technology to support learning, making lessons exciting and capturing pupils' interest. The use of a wide range of technology hardware enables pupils to become self-reliant learners. The infectious enthusiasm of teachers motivates pupils to develop positive attitudes to learning and inspires them to produce high-quality work.

Pupils engage fully, behave well and have excellent attitudes to learning. They take pride in their written and practical work. They reflect on their achievements and are perceptive and thoughtful, showing maturity as learners. They participate actively in their learning and feel confident in seeking clarification. Teachers have excellent classroom-management skills and lessons are typically paced well to engage pupils, so that no learning time is lost. Teachers encourage pupils to reflect and think about their learning. This leads to sustained progress.

Relationships between teachers and pupils are very positive and mutually respectful, leading to a productive learning environment. Excellent tracking and monitoring of pupils' progress ensures that any potential underachievement is identified rapidly and support provided where needed.

Teachers are skilled at questioning and exemplifying learning. They develop pupils' independence, while providing timely challenge or support to ensure that pupils develop their knowledge and skills effectively. In mathematics for example, pupils grapple with challenging problems, investigations and reasoning activities, while the teachers provide just enough clues to ensure that they can succeed. For example, an accelerated further mathematics GCSE group engaged in focusing its learning on A-level mechanics was challenged to sketch a velocity-time graph for motion. Although they struggled initially, the carefully scaffolded teacher questioning effectively helped pupils to develop their reasoning skills. Pupils across the school relish opportunities for challenge across the curriculum. Teachers are skilful in providing sufficient structure to allow pupils to learn effectively and take responsibility for their own learning, particularly through asking challenging questions beyond the set objectives and encouraging them to think critically.

The styles of teaching, learning and assessment take account of those commonly used in schools in the UK and equip pupils with the knowledge and skills necessary to enter or re-enter the UK educational system at an appropriate level.

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

The school meets almost all the standards relating to the spiritual, moral, social and cultural development of pupils, but the standard in paragraph 5 (b) (vi) is not fully met because of the requirements of the host country. This relates to the provisions of the UK Equality Act 2010.

The excellent PSHE programme and the moral-education classes ensure that pupils acquire a knowledge of British institutions and values. Since the previous inspection the school has taken steps to ensure that this knowledge permeates the curriculum. For example, lessons in history and economics embrace discussions of politics, always avoiding partisan views. Pupils savour the chance to engage with ethical issues and express their personal values, for example through the Model United Nations and their debating society. In a Year 11 history lesson pupils began to

examine the impact of propaganda during the Cold War. Recent events such as the referendum on European Union (EU) membership and the royal wedding have had their own version at the school. The fiction in the primary school library is predominantly British.

Pupils show respect for one another, and for their teachers, and teachers show high levels of respect for their pupils. Spiritual, moral, social and cultural (SMSC) provision is explicit in promoting respect for others, paying particular regard to the protected characteristics of age, disability, religion, marriage, pregnancy and maternity, and race. It is unable to promote all of the protected characteristics due to local laws. Those precluded are civil partnership, gender reassignment, sex and sexual orientation. With over 70 nationalities in the school, respect for cultural diversity is second nature and all pupils know how to report any instance of bullying or racism.

The school instils a strong understanding of the rule of law through a strict code of behaviour. Teachers apply the code imaginatively and make reasonable adjustments to take account of individual cases. They always seek a positive outcome to any disciplinary process. Detention, for instance, will require pupils to fill in a questionnaire, with the aim of avoiding repeating the same mistake and/or understanding the impact of their behaviour on others. Behaviour in the school is exceptional and supports learning effectively. Pupils' attitudes to their lessons are unfailingly positive. They are reflective about their learning and regard correcting themselves and their classmates as a natural and valuable part of the learning process.

Pupils make an outstanding contribution to their school and to the wider community. They are enthusiastic about the Ramadan fridges food bank project and they donate clothing. They also give their time and energy, for example in pupil-led recycling initiatives and the creation of a garden in the school. Local projects include beach clean-ups and visits to help in a special needs school. The school supports a school in Nepal and those involved in CAS as part of the IB diploma and those following the Duke of Edinburgh's Award Scheme do community service in a Vietnamese village.

Pupils relish the chance to take on responsibility, including membership of school councils and posts of leadership as librarians, digital leaders, sports captains and peer counsellors. For example, IB pupils run a maths tuition class for year 10 pupils and a primary art club. Pupils feel they are listened to by leaders and their views shape the direction of the school.

The school has placed the well-being of all members of the community at the heart of its vision and it has become a driving force for the whole curriculum, including activities and pastoral care. A recent PSHE day encouraged everyone, including teachers, to examine their own feelings and to evaluate, publicly, their own strengths as individuals. Pupils are encouraged to use a digital application to tell the school how they feel each day. They indulge in random acts of kindness, which often take the form of encouraging messages for their peers and their teachers. The moral education and PSHE schemes of work, reinforced by assemblies, tutoring and displays, all support this high level of self-awareness and respect. The quality of relationships and communication, modelled by the staff, means that this is an inclusive community where everyone feels equally valued and where everyone has a clear sense of belonging.

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

The school meets the requirements of the standard. Provision for the welfare and safety of the pupils is outstanding. The leadership of the school ensures that safeguarding arrangements at least meet the expectations for schools in the UK. All staff are made fully aware of their responsibilities with regard to safeguarding through regular face-to-face training. Pupils know how to stay safe both physically and online and comments from parents bear this out. Pupils

learn from the earliest stage to wear a hat and keep hydrated when playing outdoors. The PSHE programme develops their understanding of how to keep safe and reinforces the message through assemblies, the primary ICT scheme of work and talks to parents. Pupils know that adults will listen to any concerns they have and do everything possible to promote their welfare and safety. The induction system for new pupils is highly effective at all stages ensuring that they are helped and supported with any problems they may have.

The school's leaders keep records of any rare instances of serious misbehaviour by pupils and they always seek a positive outcome from any disciplinary process.

A risk-assessment policy is fully in place and regularly reviewed. Leaders and managers attach the highest priority to pupils' safety on trips and visits, conducting risk assessments for residential visits within the United Arab Emirates (UAE) and using an external consultant for overseas trips. A planned trip to Hong Kong was cancelled recently to ensure the safety of pupils.

The school has a comprehensive health-and-safety policy which is reviewed regularly at board level. It conducts audits to assess and mitigate any risks which may arise. It addresses them promptly and effectively. All staff know that they can email the site manager with any concerns they may have or, in an emergency, telephone. They also use a code to report any near misses that may occur. The school has a culture of improving its provision wherever possible to ensure that all work in a healthy and safe environment.

The school makes suitable checks to ensure that fire regulations, at least as stringent as in the UK, are met. All staff are trained to deal with fires. The school's capacity to fight fire has grown in proportion to the number of buildings on the site. The school conducts appropriate evacuations and all pupils know what to do in the event of a fire. The evacuation carried out during the inspection showed exemplary conduct. The school also runs a lockdown drill from time to time.

The school takes steps to ensure that attendance is good (currently 96.1%, which is in line with UK averages) and that pupils arrive punctually at school.

Standard 4. The suitability of the proprietor and staff

The school meets all the requirements of the standard. It ensures that all the required checks are in place to confirm that employed staff are not barred from regulated activity relating to children. This is in accordance with the Safeguarding Vulnerable Groups Act 2006. Leaders make the appropriate checks on locally recruited staff to ensure that they are suitable to work with children. The school has a comprehensive single central record, which is reviewed at the first executive meeting of every month.

For all new staff, leaders rigorously check identity, medical fitness, qualifications, previous employment history, personal references and the right to work in Dubai. These checks are well documented before new staff take up employment at the school. References are verified and employment gaps thoroughly investigated. Twenty staff involved in the recruitment of staff have undertaken safer recruitment training. Impressively, the Director leads the British Schools in Dubai Safeguarding Group, which offers mutual support and the sharing of best practice to mitigate against a lack of external support within Dubai.

Standard 5. The premises and accommodation

The requirements of this standard are met. The careful management of the site and the strategic vision of the board and the senior leaders have enabled the school to create an environment

which is fresh, welcoming and safe. Security is effective and the school swiftly identifies and deals with any health-and-safety hazards.

The buildings and grounds are efficiently deployed to enhance the pupils' learning wherever possible. The few areas which are not currently being used are under review. The quality of the classrooms, laboratories and other learning spaces is excellent. They are spacious, in good repair, in good decorative order and well equipped with interactive televisions, display areas and suitable furniture. The playing fields are of the highest quality. The premises and accommodation make a highly positive contribution to the pupils' learning.

The school's board and leaders take a strategic approach to the development of the premises, constantly seeking ways of improving them. The new sports hall project will be an asset which also offers subsidiary benefits, enabling the creation of more Arabic classrooms in a PE studio in the primary school, for example. It will also be an examination hall, reducing the need to close the library and other rooms at examination time.

Since the previous inspection, the primary school has, for example, refurbished its playground and classroom floors and doors. The secondary school has reconfigured its library space to create an excellent facility for independent learning and it is flexible enough to host a range of events. Shading throughout the school has been evaluated and improved, making more areas available for work, rest and play. Bathrooms now fulfil requirements and access ramps are available throughout. The school has allocated resources to provide disabled access across the school.

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

The school meets all the requirements of the standard. Parents say that this is a school that listens and responds. They play a part in decision making where appropriate. Their views were decisive, for example, in connection with use of the cafeteria by different year groups. Similarly, a review of the well-regarded academic reporting process was informed by the opinions of a focus group formed for the purpose.

The formal means of communication, for example through the school website, are all robust and the information available by this means is complete and helpful. In the primary school access to teachers and to the school's leadership team is easy. Parents know who to go to and staff are readily available. In the secondary school, parents say that teachers' email addresses are published and responses are consistently timely and helpful. Parents also find coffee mornings, tutor evenings and briefings on curricular matters informative and supportive. They value highly the accessibility of leaders at the gate every morning and evening. Parents belong to groups on social media through which they can keep in touch with developments in the school which they may have missed. They also have a mobile telephone application which links to the school's information management system. These channels offer an excellent means of keeping in touch with the school's work and with their own child's individual progress and circumstances. These embrace academic progress, pastoral concerns, extra-curricular arrangements and administrative matters.

Parents value the open and welcoming approach the school has to communication in all aspects of its work. They feel that they belong to a community of which they are valued members. They are fully informed of developments in the weeks before and after their child's entry to the school. Likewise, if their child has any particular learning need parents are included in the development of an appropriate strategy. The school is also responsive to the needs and interests of individual pupils to the extent of providing flexibility in the curriculum where possible.

Parents report that they are extremely satisfied with the school's provision and the outcomes for their children. It offers an inclusive environment where their views are welcomed and where there is an authentic sense of partnership over their child's welfare and progress. Inspectors agree with their views.

Standard 7. The school's procedures for handling complaints

The school meets all the requirements of the standard. It has a complaints policy which is available on the website. Parents are aware of the procedures for making complaints. The policy is set out clearly in four stages with clear timescales for formal procedures. All complaints that have reached stage 2, involving the heads of primary and secondary, have been dealt with swiftly, to the satisfaction of all and recorded appropriately. One complaint was escalated to the director and the school followed correct procedure. The interests of the child are always central to resolutions.

Standard 8. Quality of leadership in and management of schools

The school meets all the requirements of the standard. The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are consistently met. Leaders are proactive, reflective and driven to constantly improve. They have a scrupulous understanding of the school and all decisions can be traced through to action in the classroom. Outstanding leadership and management over many years have led to a school that is tremendously successful in achieving exceptional, world-class standards, improving year on year, but without losing its focus on the well-being and all-round development of its pupils. The well-being of all stakeholders is a high priority. The director says, 'The special mix of nurture and aspiration forms the heartbeat of our school.' The new director and head of secondary have settled into their new roles exceptionally well and fully embrace the school's vision and ethos. JESS aims to be a school that provides an education that challenges young people to 'make a difference'. The vision and core values, commitment to excellence and the very positive school ethos are reflected in all leaders, staff and pupils, creating a superb atmosphere across the whole school. There is a real sense of common purpose and aspiration for the future. All leaders are excellent role models with high levels of respect for their pupils.

Middle leaders are very competent, passionate and forward looking. All are moving their departments or areas of responsibility forward and there is a palpable culture of non-complacency. Early years staff feel listened to, through the collegiate approach of leaders, so that practices are constantly evolving and improving. Similarly, parents are regularly consulted through forums, workshops, the parent group, social media and surveys. Pupils, too, have a voice that is listened to, particularly through the student council, but all teachers and leaders are accessible and listen to pupils' ideas and concerns.

The board of governors sets the strategic vision for the whole school in line with its aims. The director and chair have an excellent working relationship. The board meets regularly and successfully holds leaders to account while providing strategic guidance. Governors are highly focused on continuous improvement and carry out their role effectively to ensure that the BSO standards are met. The board has clear financial policies and ensures that the school operates legally and that safeguarding procedures are effective.

The high-quality teaching staff are deployed well and benefit from personalised development and regular safeguarding training. The new appraisal system is successful in encouraging staff

to reflect on their own practice and in stimulating developmental discussions with their line manager.

The 'Bar' 10-point incremental scale encourages staff to take on extra responsibilities or research and submit evidence to show their worthiness to move up the scale. There is a culture of continuous improvement and the sharing of best practice is commonplace. During appraisal target setting, a strength is identified to share with other staff. The school is highly successful in supporting and developing individuals' career progress with succession planning fully in place.

As an inclusive school, JESS promotes equality, tackles discrimination and embraces diversity, which contributes to the extremely caring atmosphere in which pupils are happy and highly successful. It nurtures, inspires and cares for every one of its superb pupils.

Compliance with regulatory requirements

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

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

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010; 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

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

- Embed depth and mastery in the primary curriculum and focus on skills learning from IB through to key stage 3 in the secondary curriculum.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	√			
How well the curriculum and other activities meet the range of needs and interests of pupils	√			
How effective teaching and assessment are in meeting the full range of pupils' needs	√			
How well pupils make progress in their learning	√			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	√			
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Leadership and management

Overall effectiveness of leadership and management	√			
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School details

Name of school Jumeirah English Speaking School, Arabian Ranches (JESS)

Type of school Private not-for profit

Date school opened 2005

Age range of pupils 3-18

Gender of pupils Mixed

Number on roll (full-time pupils)
1500

Number on roll (part-time pupils)
n/a

Annual fees (day pupils) DHS
39,837- 93,852

Annual fees (boarders) n/a

Address of school PO Box 24942,
Dubai UAE

Telephone number +971 (0)4 361
9019

Email address admin@jess.sch.ae

Primary Headteacher Mr Darren
Coulson

Secondary Headteacher Mr
Michael Waller

Director Mr Shane O'Brien

GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work

effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

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

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

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

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

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

Standards –

- (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
- (2) The evaluation requirements to be used in the inspection of British Schools Overseas.

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

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

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

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

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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