

Dubai British School Jumeirah Park

British Schools Overseas Inspection Report

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Age Group: 2.5 - 18 years
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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by four 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 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. These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

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

The Standards are as follows:

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

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Proportions used in the report

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

Information about the school

Dubai British School Jumeirah Park (DBS JP) is a British international school located on two sites. It is the result of a merger, in 2021, of an early years school which opened in 2014 and a school for pupils aged four to 18 which opened in 2015. The early years is located in Jumeirah Islands and the primary, secondary and post-16 phases are located in Jumeirah Park, about half a kilometre away. The school is a member of the Taaleem group of schools. It offers education to 1,830 pupils aged two and a half to 18 years, making it slightly smaller than similar all-through schools. There are 101 different nationalities represented in the school with the largest group being British. It is an inclusive school that caters for the full range of abilities and needs. There are 113 pupils with special educational needs and/or disabilities (SEND) and a number of pupils with English as an additional language (EAL) who receive additional support to access the curriculum.

Children in the early years follow the new English early years framework. Pupils in the primary school and key stage 3 follow the English national curriculum, adapted for the Dubai context. In Year 11 pupils take GCSE, BTEC level 2 and Award Scheme Development and Accreditation Network (ASDAN) qualifications. In the sixth form, students prepare for A levels and BTEC level 3 examinations. This will be the first year students in Year 13 will graduate to attend universities around the world.

During the COVID-19 pandemic, the school continued to offer regular and consistent communication with parents through online meetings and consultations. Regular contact with parents of SEND children maintained their care and support. The school invested heavily in safety equipment and furniture and fittings to re-purpose rooms so that class sizes never exceeded 20 pupils. Attendance levels pre-pandemic were above UK averages, at 97.8% and remained around this level throughout online learning. Teachers prioritised underlying skills rather than content. There was a slight dip in performance at the beginning of this academic year, but now almost all pupils have caught up and are working at pre-pandemic levels. Formal assessments continued as usual but with an additional assessment early in the term to identify the interventions needed. Leaders put in place rigorous procedures to make sure that teachers' grading of pupils' GCSE work was accurate.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 52 lessons. Twelve were jointly observed by an inspector and a senior member of staff. There were 25 meetings with leaders, managers, teachers, pupils, parents and carers, human resources personnel and members of the school's governing board, including the Taaleem chief executive officer (CEO).

Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were inspected. The views of parents, pupils and staff were also considered, through surveys, face-to-face interviews and informal conversations.

Evaluation of the school

Dubai British School Jumeriah Park is an outstanding school and provides an outstanding quality of education for pupils from two and a half to eighteen years.

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.

In spite of the challenges of COVID-19 pupils have maintained high levels of attainment and progress in English, mathematics and science across all phases.

Across the whole school attainment and progress in **English** are outstanding. In all phases most pupils exceed curriculum expectations for their age and make rapid progress over time. The trend is improving year on year. This is also reflected in the attainment and progress of different groups. Pupils with SEND and EAL are assisted through extensive additional provision to make progress in line with all other pupils in all phases of the school.

From the moment they enter the Nursery class, children are immersed in a wealth of language opportunities. While early years starting points may be low on entry, particularly for those with EAL, children make rapid progress and soon reach at least expected levels for their age, above UK averages. Children benefit from the enriching environment. Listening and speaking are developed through a deep understanding of phonics, using choral repetition and story boards.

In key stage 1, pupils can explain how a sentence is constructed, what makes a good piece of writing and why it is important to include 'wow' words. Most primary pupils can understand, remember and adapt a variety of language structures to their own creative writing. Assessments in phonics are well above UK averages at the end of Year 1.

As pupils move into secondary, most recognise nuance, the art of persuasive writing and the importance of planning, drafting, editing and revisiting. GCSE outcomes exceed UK averages and recent results are excellent. Most pupils exceed their aspirational targets.

Most older students are expecting A and B grades in this first year of A-level results. Older students can critically analyse literature and approach comparative study with sensitivity and maturity, as shown in their studies of *The Kite Runner* and *The Handmaid's Tale*.

Almost all pupils across the school are articulate and able to explain the purpose of lessons. They express ideas at and beyond what is expected for their age.

In **mathematics**, pupils across the school make outstanding progress and almost all reach standards that are above those expected for their age in England. All groups of pupils, including those with SEND and EAL, make similar rates of progress from their different starting points.

In early years, there is a strong focus on ensuring that all children achieve a secure understanding of numbers one to 10 and then extend this to numbers to 20 in readiness for the primary curriculum. Well-planned independent tasks enable children to rehearse, reinforce and apply their learning in meaningful contexts. Most children make better-than-expected progress in number fluency and measures.

The daily focus in primary on the consolidation of key concepts, emphasising the accurate use of mathematical vocabulary, leads to almost all pupils making above expected progress and achieving deep mathematical knowledge and understanding. Analysis of regular internal assessments enables teachers to match differentiated tasks to individual abilities. This has

substantially increased pupils' confidence. By the end of the primary phase, almost all pupils achieve standards which are well above the average in the UK.

In key stages 3 and 4, pupils' progress accelerates and they achieve high standards. Pupils identify and routinely correct common mistakes. Increasingly, older pupils take greater responsibility for tracking their own learning as they know exactly what they need to do to achieve their ambitious targets. In GCSE examinations, most pupils achieve well above the averages in England. Almost all achieve grades higher than predicted and this trend is improving year on year. A-level results are predicted to be equally positive this year, based on internal assessment to date.

Progress and attainment in **science**, in all phases, is outstanding and exceeds UK averages.

Almost all children in the early years make expected progress from their starting points and most make more than expected progress. Consequently, most achieve the UK early learning goals related to Understanding the World. There is little difference between the progress of different groups of children.

In primary, almost all pupils make expected progress from their starting points, with most exceeding it. All groups of pupils progress at similar rates. By the end of the phase, almost all meet the school's curriculum expectations and a large majority exceed them. There has been an improving trend in achievement over the past three years. Pupils can predict, use appropriate scientific terminology, understand how to carry out experiments and conduct fair tests. They make links with other areas of the curriculum, especially mathematics.

In secondary, most pupils make expected progress and a large majority consistently exceed it, in every year group. Strong transition arrangements with primary ensure that pupils make rapid progress at the beginning of the phase. This contributes to the improving trend in progress. Pupils achieve better grades at GCSE than predicted, particularly in biology and chemistry. Most pupils have strong conceptual understanding, accurately use scientific vocabulary and have well-developed scientific skills.

There is no external data for the sixth form as this is the first year students will sit examinations. However, it is clear from teachers' assessments that almost all students are making expected progress and a large majority are exceeding what is expected.

Pupils are very successful in a wide range of **other subjects** across the curriculum. Overall, they make better-than-expected progress to attain GCSE grades ranging from under half a grade higher than predicted in drama, to more than two grades higher than their aspirational targets in physical education (PE). Results in all subjects are much better than UK national averages at GCSE. Art, PE, food and nutrition, music and geography are notable in that pupils achieve much higher results at the upper grades in these subjects. Over the past two years results in these subjects have seen no clear differences in the progress of different groups at key stage 4. Almost all pupils with SEND or EAL meet or exceed their targets. This is in line with their peers. Pupils across the school achieve well and make excellent progress from their starting points because the attainment and progress of all groups of pupils are closely monitored. Supportive interventions have been put in place to mitigate the initial dips in performance due to the impact of COVID-19 in all subjects.

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 the standard (see Standard 5 below).

- The provision of Information for parents meets the requirements of this standard (see Standard 6 below). Leaders plan to work more closely with parents for whom English is not their first language so they can better support their children.
- 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 March 2022, 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. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by the Office for Standards in Education (Ofsted) and is valid for a period of three years.

Standard 1. The quality of education provided by the school

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

The quality of the school's **curriculum** is outstanding. The curriculum is broad, balanced, age appropriate and personalised through all key stages. It is regularly reviewed to ensure that it meets the requirements of the national curriculum and engages all pupils. During COVID-19 restrictions a thorough curriculum review determined which aspects of learning could be omitted without compromising on the skills, knowledge and understanding required. There is a wide range of options for pupils in key stages 4 and 5. The curriculum is coherent, moving from the revised English early years foundation stage framework to the English national curriculum for key stages 1 to 3. This leads to GCSE and A-level courses in which pupils achieve well. Other courses, such as ASDAN and BTEC, enable all learners to choose different curricular pathways to meet their needs. The curriculum is modified and/or supplemented for some groups of pupils. For example, the PE department runs a sensory-circuit programme for identified Year 1 pupils to develop fundamental skills, focus, concentration and cognitive processing. There is also specialist provision for pupils with EAL and/or SEND.

A new pastoral education curriculum develops self-worth and conflict resolution in primary pupils. A bespoke 'Curriculum Plus' programme supports the pastoral development of secondary pupils. The Extended Project Qualification (EPQ) develops the skills of older pupils and provides additional insights into careers possibilities.

The 'Britishness' of the school is very apparent. Staff promote British values, including tolerance and mutual respect. In doing so they provide effective preparation for the opportunities, responsibilities and experiences of life in British society. The curriculum maintains a focus on Britain, for example through using sterling when teaching about money in mathematics and English texts when studying literature. However, the school finds ways to compare and contrast, enriching the curriculum with the excellent use of the immediate environment, local culture and resources available in the local community. Pupils understand British values, such as democracy, through for example the procedures for electing school council members. Additionally, the wide cultural diversity in the pupil body encourages tolerance. One secondary pupil, recently relocated from the UK, described the ease of her inclusion to DBS JP as 'definitely not hindered by differences'.

A wide range of extra-curricular activities has resumed as COVID-19 restrictions have eased, some of which are pupil led. These further enrich the opportunities for all pupils. All children in the early years have weekly opportunities for enriching learning experiences such as visits linked to themes and visitors to classrooms. A successful World Book Day was witnessed during the inspection. A recent theme day included a Year 4 focus on innovation. Pupils' social contribution is developed through a range of cultural and charitable events. Opportunities for enterprise are provided through work experience and internships for older pupils. Enterprise skills for primary pupils are now interwoven into topics.

Transition, on entry and beyond school, as well as between each phase, is very smooth. There is close liaison between teachers and parents. Very effective careers guidance procedures resulted in all students who wish to progress to university this year being offered conditional places, many of which are in the UK.

The school's curriculum meets all of the Standards for British Schools Overseas except those which it is precluded from meeting because of the host country's legislation. It more than adequately prepares pupils for the next stage in their education.

The quality of **teaching, learning and assessment** across the school is outstanding. The high levels of attainment and progress are reflected in the outstanding teaching across most lessons observed during the inspection. As a result, almost all pupils make strong progress in acquiring knowledge, skills and understanding across the curriculum.

Teachers' planning is a strength. They plan lessons using a variety of activities and resources that engage pupils' interest and involvement. Teachers demonstrate secure subject knowledge and a good understanding of how curriculum concepts fit together. As a result, learning becomes more meaningful. Planning is also enhanced by the increasingly accurate use of assessment information by teachers and in the older classes, through the setting of targets.

The development of learning skills makes a positive contribution to the effectiveness of pupils' learning. Lessons are always orderly and productive. Planned opportunities for collaboration contribute to pupils listening well to others' contributions, critically analysing what is said and then responding thoughtfully. The positive and trusting relationships between pupils and between teachers and pupils in the secondary phase lead to high levels of challenge and risk taking. Pupils use their critical-thinking skills to analyse information meticulously, develop hypotheses and extend their thinking. The regular use of learning technology in the primary phase, with QR codes directing pupils to extended tasks or further research, helps to deepen their understanding of subjects in context.

Skilful questioning in almost all lessons serves to challenge pupils to think deeply about their responses. For example, in a Year 4 moral education lesson the teacher accepted an initial answer and then tasked the whole class to build on this answer. This deeper probing led to a wider contextual understanding. Teachers skilfully adjust the pace of the lesson through targeted questions: fast pace for recall of facts and then slowing down to provide high-quality thinking time. In the early years, key questions are displayed in all learning areas to support children in developing deeper understanding.

Pupils with SEND are assisted by specialist teachers from the inclusion team who carry out additional assessments to identify next steps for development. This enables teachers to provide the correct level of help and challenge for all pupils.

The wide range of rigorous assessment systems is detailed and beginning to be systematically used for planning. One of the most effective features of formative assessment is the feedback pupils receive on their work, either in their books or on school online platforms. Pupils recognise the value of these, as do parents. In PE, pupils are assessed against a range of criteria through an innovative system that tracks pupils' achievement in three areas of development: the head, the hand and the heart. Each of these identifies preferred skills used in PE and leads to every pupil experiencing success.

The quality of remote learning during the pandemic was excellent. Teachers created differentiated work plans and online teaching sequences as pre-teaching so that misconceptions could be addressed easily. Pupils reported enthusiastically that they continued to receive high-quality support, challenge and timely feedback. The continued help from specialist teachers was also beneficial and resulted in limited loss of learning for most pupils.

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

The spiritual, moral, social and cultural development of pupils in the school is outstanding. The school meets the standards for spiritual, moral, social and cultural development apart from those specified in paragraph 5 (b) (vi) due to the laws of the host country relating to the provisions of the UK Equality Act 2010. Standards relating to gender reassignment, marriage and civil partnership, sex and sexual orientation are not met due to the laws of the host country. The school ensures that all are protected against discrimination, harassment and victimisation through appropriate policies, curriculum coverage and modelling of these behaviours.

The focus on being ready, responsible and respectful permeates the whole school. Positive relationships are well established between staff and pupils and pupils have excellent attitudes to learning. There is mutual respect and appreciation. Pupils' well-being and kindness are at the heart of the school's purpose, with an eagerness for each to enjoy emotional, mental and physical well-being as described in the 'Achieve' component of the school's vision. The pastoral team is united

in its commitment to ensuring the well-being of all members of the school community. The pupils say they feel welcomed, understood, cared for and, above all, safe.

The diversity of the school population is seen as a positive feature of the school and every opportunity is taken to celebrate it, by observing Ramadan and International, Remembrance and UAE days. DBS JP was the first school outside the UK to achieve the British Council's International Schools Award, which recognises pupils' appreciation of their own culture and that of others. The ethos of the school is reinforced with pastoral programmes and initiatives such as 'UR Strong', the 'Curriculum Plus' lessons, moral, social and cultural lessons, tutorials and assemblies, which are sometimes led by pupils. Pupils are confident role models with high self-esteem who regularly represent the school at sporting activities, choir festivals, Taaleem speaking competitions and Knowledge and Human Development Authority 'What Works' events.

An inclusive, educative, diverse, safe environment is the essence of the school's purpose. Pupils, parents, teachers and all staff are encouraged to welcome everyone. The school promotes British values in an age-appropriate way. It celebrates the wide range of cultures and respects individual faiths while also celebrating Britishness through literature, exhibitions, commemoration events and election procedures. There is a range of leadership opportunities in the school such as the school council, which starts from early years. Opportunities for leadership increase as pupils progress through the school. These include positions as house captains, ambassadors, mentors and prefects. Pupil voice has been further developed and pupils can offer suggestions to teachers, to the school captain and mentors.

Behaviour is of a high standard. Bullying is not accepted and pupils are expected to be kind, helpful and tolerant. When the need arises, staff implement restorative resolutions to address misunderstanding or conflict.

Celebrations and festivals are enjoyed throughout the year and pupils take an active part in World Book Day, Black History Month and Flag Day. Charitable work is pursued with support for a pet sanctuary, Ramadan gifts for the community, charity boxes, Sal's Shoe Initiative and breast cancer awareness. Pupils also initiate games and activities for cultural and charitable events. Years 10 and 11 recently engaged in organising a 'School of Silence' in support of mental health initiatives. For a number of hours, the whole school operated in silence and pupils presented an assembly reflecting on how this felt.

Each pupil is cared for while respecting the laws of the UAE and upholding its values.

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

The welfare, health and safety of pupils are outstanding across the school. There is a high level of security and safety implemented throughout the buildings. All relevant policies are in place. These are reviewed and updated regularly and meet UK requirements as well as those of the UAE. Leaders have put in place risk assessments, fire-drill procedures and COVID-19 precautions. They have assured excellent building maintenance. Transport logistics are executed with precision and new ramps and crossings have improved the safe arrival and departure of pupils. The school adheres to all recommendations regarding social distancing, hand washing and mask wearing.

Pupils are invited to 'Play and Stay' sessions before joining early years and those who arrive later are paired with buddies to help them settle. Restorative-justice techniques are used with older pupils. There are high expectations of behaviour for learning. Instances of bullying are rare. During the pandemic, the school kept a close watch on pupils' well-being through online support. 'House of Worries' assists pupils with problems and the school clinic's medical staff provide both medical and emotional support, as do the two counsellors. Pupils say they know who to go to if they have any problems but also say they feel safe in school. Attendance is monitored closely and figures are now returning to pre-lockdown levels which were above UK averages.

Safeguarding is of a high standard. It meets and often exceeds the expectations in the UK while acknowledging UAE requirements. The school has experienced and qualified safeguarding

leaders. There is regular training for all staff, including online child protection courses. Parents and all staff employed by the school know that the safeguarding of pupils is of the utmost importance and vigilance is expected from everyone. This permeates the culture of the school. All staff, including security guards, are confident in reporting any issues and understand their responsibilities in doing so.

Data collected from surveys shows that both teachers and pupils appreciate the high quality of the school environment. Healthy lifestyles are emphasised and the cafeteria provides healthy home-made food. Pupils are also reminded of the importance of drinking water regularly. If pupils seek advice regarding their physical or mental health, support is on hand from specialists and external agencies. Counsellors have an open-door policy as well as regular appointments.

This is a safe, secure school and every effort is made to maintain stringent procedures to protect pupils.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school follows Taaleem's safer-recruitment practices for all employees. Arrangements to ensure the suitability of all staff are robust. All required checks on current and new staff members are in line with UAE requirements and best practice in the UK.

The school keeps an up-to-date, comprehensive central record of all staff working in the school and the checks that have been made. Most teachers have British teaching qualifications. All are well qualified, have taught for at least two years and have the appropriate subject or phase specialisms. All early years teachers are early years trained, including the specialist teachers.

Rigorous checks are conducted on visitors, parent helpers, supply staff and proprietors. Only when the checks are complete can a visitor enter the school to work with pupils. The school confirms that all the required employment documents have been received from contractors. Visits for planned maintenance take place when no pupils are on site or, if that is not possible, are accompanied by staff members.

Due to the pandemic, staff turnover was high last year. As a result of the growth of the school and replacing outgoing teachers, 70 new teachers joined this year.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

Both campuses are clean, bright and highly conducive to learning. There is a full range of specialist accommodation that meets the learning needs of all the pupils. Learning areas and break-out spaces in corridors are spacious and support smaller-group learning. Washrooms are sufficient in number and kept clean. In the Jumeirah Park Foundation campus, they are sited adjacent to the early years classrooms.

The buildings are safe and well maintained. There are thorough procedures for identifying and remedying day-to-day defects in a timely manner. There are comprehensive maintenance plans and a full range of contracts from external providers for more specialist services. All procedures are closely monitored by Dubai Health Authority. Both sites are secure. The sites are very well managed by the facilities manager and the head of business operations for the DBS group.

COVID-19 checks include proof of full vaccination before entry as well as temperature scans on entry. The buildings were adapted during the pandemic to create isolation rooms. Class numbers were reduced by utilising other learning spaces and by creating bubbles in the early years and Year 1. Well-staffed and fully equipped clinics, on both campuses, provide regulatory health checks and treat illness and injuries.

Outdoor spaces at both sites are well suited to the active needs of the pupils. Adjacent, outdoor learning areas and several large, shaded spaces extend the continuous learning provision for the early years children. The campus facilities are extensively used by the community after school hours and there are rich partnerships to provide opportunities for DBS JP pupils as well as pupils from other schools.

The school has plentiful, high-quality resources which are used well and have a positive impact on learning. Improvements have been made this year by creating visual-arts learning spaces, a specialist facility for pupils following the ASDAN programme and upgrading the lighting and audio facilities in the auditorium.

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

The school meets the requirement of this standard.

Parents describe the school as a close family and say that at its heart there is a feeling of real care and warmth. They appreciate the open-door policy and that senior leaders are visible around the school so that parents can seek advice or support. The opportunities to share in important decisions, as part of the advisory board, the parent-teacher association, or as individual parents were described by one parent as 'empowering us to be true partners'. These partnerships were reflected in the school's Leading Parent Partnership Awards accreditation in November 2021. Parents are proud of many aspects of the school, including its commitment to inclusion and its endeavours to ensure that transition between phases is seamless and supportive. The inspection confirms these positive features.

The school uses many ways to share information with parents. The website provides information regarding all aspects of school life, including the curriculum and school policies. Parents report that this is the first place they go to for information and that the information is useful and accessible. Newsletters, emails and information meetings are also used to share information about wider aspect of pupils' experiences.

A variety of methods are employed to seek parents' views about the school. Annual surveys and face-to-face meetings, as well as consultation workshops, enable parents to share their views on issues that may affect their child. Parents confirm that suggestions they make are often adopted and implemented, if appropriate. They speak positively of the guidance they receive to support their child at home, from curriculum workshops such as the 'Stay and Play' informal play sessions in the early years to the high-quality careers and further-education guidance workshops for older pupils and their parents.

Parents receive regular reports as well as formal and informal updates about their child's academic and personal progress. Written reports are sent to parents throughout the year just before parent-teacher consultations. Parents use the online assessment platforms daily to comment on their child's learning. Several parents reported that they appreciate that pupils' assessment targets and predicted grades have been simplified to enable them to understand them better and to equip them to work with their children to enable further progress. However, some parents of children with EAL and who do not speak English well themselves would like more help in supporting their children's work at home.

Parents describe the school's response to online learning during the pandemic as highly effective, with a clear focus on pupils' well-being as well as academic progress. They report that teachers have been very flexible and generous with their time in responding to pupils' queries and needs for additional support.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this standard. The complaints policy is available to all on the website and is updated annually. The culture at DBS JP is an open one and complaints are

received in a positive manner. Pupils are also able to raise concerns with any member of staff. Procedures are explained in an age-appropriate manner.

The policy outlines how parents can make a complaint and what to expect, including reassurance that leaders will resolve issues in the best interests of the child. Timescales are provided and a written record kept of all significant complaints. The school dealt positively with issues during COVID-19 closures and road-safety concerns. Other complaints were resolved to the satisfaction of all concerned. Parents say the few concerns they have are dealt with appropriately in a timely manner.

Standard 8. Quality of Leadership in and management of schools

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met. The areas for improvement identified in the previous BSO report referring to the foundation stage only have been fully met.

The senior leadership team is a group of experienced leaders with high expectations and a collegiate approach to improvement. The principal and her team exemplify the school's vision to 'Enjoy Aspire Achieve' in all that they do. Parents and new teachers understand this vision right from the very start. High-quality school development plans have the school's vision statement at their heart.

Inclusion is part of the culture of the school due to the very strong commitment and focus from senior leaders. They promote and prioritise the emotional, mental and physical well-being of the whole school community. Through the embodiment of the school's values, respect, tolerance, courage, responsibility, kindness and giving, they aim to develop a learning community which is positive, engaged and connected.

Leadership is fully distributed throughout the school. High standards and expectations are paramount, but middle leaders say that while they are fully accountable, they are well supported in achieving these high expectations due to the accessibility of senior leaders. Leaders at all levels have an accurate understanding of areas for development through the whole-school strategic improvement plan and feel that their input is valued. The high quality of leadership and management in the early years ensures that children's personal and academic development and well-being are effectively nurtured. Other leaders across the school carry out important projects and research. The school is proud to recognise and nurture talent to 'grow their own leaders'. Indeed, a number of current leaders have risen through the school. There is strong capacity to improve still further.

The school takes a personalised and differentiated approach to professional development. Teacher strengths and expertise are recognised and shared. Teachers are encouraged to observe one another. Large numbers of aspiring leaders undertake national professional qualification programmes available in school. Teachers feel valued and are good role models and proud to work at the school as a result. The BSO survey confirmed this. The well-being of staff is also a focus and recent surveys have shown that various initiatives have had a positive impact on all staff.

All 17 Taaleem schools in the UAE are governed by the executive board. They are the central policy-making group. The board has clear financial policies and ensures that the school operates legally, is compliant with all requirements and that safeguarding procedures are effective. They oversee investment in staff, accommodation and resources. However, the school has autonomy and flexibility to use its own budget as it wishes. The separate responsibilities of the governors and the school's leadership are understood and respected. The principal meets regularly with Taaleem's director of school improvement to discuss and support the strategic direction of the school. Her appraisal is carried out annually with rigorous questioning to ensure accountability. The board undertakes regular Taaleem reviews and has an excellent understanding of the school. The CEO rates the leadership team very highly and said, 'We are unbelievably happy with the school from a governor's point of view.' The school also has its own advisory board. This is made

up predominantly of parents who contribute to the school-improvement process. This board has recently been re-established to include a greater number of parents.

The school makes the safeguarding of children a high priority. The early years leader is the head of safeguarding across Taaleem. The safeguarding team meets half termly to take a holistic view and identify trends which inform professional development, policies and updates. All staff are regularly and appropriately trained.

High-quality, UK trained teaching staff are well deployed. The appraisal process has recently been updated so that staff set their own targets based on discussions with their line manager and feedback from observations. This ensures greater ownership.

The school adapted exceptionally well to distance learning and in-school protocols during the COVID-19 crisis. Leaders focused on the safety of all stakeholders and helping families stay connected with the school. They prioritised the emotional well-being of children and staff. Teachers worked hard to ensure the continued academic progress of pupils.

DBS JP nurtures every one of its children. Diversity is celebrated and differences embraced. Pupils are happy and thrive in this highly inclusive school.

EYFS provision

Early years provision is outstanding. Initial assessments show that children arrive in school with limited communication and language skills. This has been especially evident with the current post-pandemic intake. By the end of Reception, most children achieve a Good Level of Development and work at well-above-average levels in England. They are ready for the primary curriculum.

This outstanding progress is achieved through an inclusive curriculum, delivered through experience-based provision. All areas of learning are well resourced, well organised and identify planned opportunities for child-initiated learning. This enables children to make independent choices in a safe environment to explore and challenge their learning. Each child's personal areas of interest are highly valued. In one class, children routinely decided on their next topic by voting for their interest areas.

The quality of teaching is exemplary. Teachers have a good understanding of how young children learn. The focus on developing deeper knowledge, understanding and skills helps children gain confidence and gives them access to the world around them. Opportunities for critical thinking and reasoning are incorporated into all activities, with targeted questions encouraging discussion about their work. Children's behaviour is excellent. Intrinsic motivation rather than external rewards is used to ensure exemplary behaviour in the early years.

Children's progress is closely monitored and tracked using a central assessment tool. Children are encouraged to assess their own learning as part of the daily differentiated learning sessions. Regular progress meetings with parents are used to share children's achievements and next steps in learning. Parents report that the shared knowledge of their child's development enables them to actively support their child at home.

Leadership in the early years is highly effective. Leaders have built strong relationships with the wider school community. The robust systems for planning, tracking children's progress and regular monitoring of the quality of teaching have resulted in all children making excellent progress. The areas for development from the previous BSO inspection have all been addressed effectively. The extension of continuous provision into Year 1 ensures a seamless transition into the primary phase and enables children to continue to embed their learning through an active, play-based primary curriculum.

Post-16 provision

Post -16 provision is outstanding due to strong leadership, the high quality of teaching and support for welfare. Students in the sixth form are extremely well prepared for life beyond school. All students who have chosen to go to university have received offers from the UK or around the world.

This is only the second year of the sixth form and external data is not yet available. Most pupils are predicted to achieve the higher A-level grades in all subjects across the curriculum. Teachers have excellent subject and examination-board knowledge. They skilfully plan lessons and carefully assess students to eradicate gaps in knowledge or misconceptions. Class numbers are generally small. Teachers know their students extremely well and can personalise students' learning. This view was strongly endorsed by the students interviewed. Retention on A- level courses is good.

Students have a wide choice of options, with 22 subjects at A Level and seven at level 3 BTEC. They are organised into three curriculum pathways, A Levels, BTEC and a hybrid of both. The core subjects are supplemented by a range of subjects and opportunities. These include the Massive Open Online Courses used by many students to prepare for university courses, the Vision Effort Systems Practice Attitude programme to support the development of life skills and the EPQ, which allows students to personalise independent study.

Arrangements for transition to this phase of the school and beyond are exemplary. Individual discussions with students in Year 11, transition sessions and excellent careers guidance give an insight into courses. In the first four weeks of Year 12, students undertake assessments to validate their suitability for their chosen courses. As a result of the many opportunities provided for personal and social development, including coaching, mentoring, leadership and work experience, students are confident, articulate, community-minded individuals, who are ready to take on their next, chosen challenges.

Compliance with regulatory requirements

Dubai British School Jumeirah Park 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 point for development:

Some parents of pupils who have EAL do not feel confident in supporting their children's learning. Staff should work more closely with these parents to enable them to feel better supported to help their children with their work at home.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	<input type="checkbox"/>			
How well the curriculum and other activities meet the range of needs and interests of pupils	<input type="checkbox"/>			
How effective teaching and assessment are in meeting the full range of pupils' needs	<input type="checkbox"/>			
How well pupils make progress in their learning	<input type="checkbox"/>			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	<input type="checkbox"/>			
The behaviour of pupils	<input type="checkbox"/>			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	<input type="checkbox"/>			
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Leadership and management

Overall effectiveness of leadership and management	<input type="checkbox"/>			
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School details

Name of school	Dubai British School Jumeirah Park
Type of school	Private
Date school opened	2015
Age range of pupils	2.5 -18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1830
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 42,000 to 75,000
Annual fees (boarders)	n/a
Address of school	Y1-13: Al Worood St, Jumeirah Park, Dubai. FS: 1 st road, Jumeirah Islands Dubai
Telephone number	971 04 552 0247
Email address	rcoulter@dubaibritishschooljp.ae
Headteacher	Ms Rebecca Coulter
Proprietor	Taaleem

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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