



**British School
Overseas**
Inspected by Penta International

Inspection report

**Jumeirah English
Speaking School (JESS)
Jumeirah**

**Dubai
United Arab Emirates**

Date
Inspection number

**22nd – 24th January 2025
20250122**

Contents		page
1	Purpose and scope on the inspection	2
2	Compliance with regulatory requirements	3
3	Overall effectiveness of the school	4
	3.1 What the school does well	4
	3.2 Points for improvement	5
4	The context of the school	6
	4.1 The British nature of the school	8
5	Standard 1 The quality of education provided by the school	9
	5.1 Curriculum	9
	5.2 Teaching and assessment	11
	5.3 Standards achieved by pupils	13
6	Standard 2 The spiritual, moral, social and cultural development of pupils	14
7	Standard 3 The welfare, health and safety of pupils	16
8	Standard 4 The suitability of the proprietor and staff	18
9	Standard 5 The premises and accommodation	19
10	Standard 6 The provision of information for parents, carers and others	20
11	Standard 7 The school's procedures for handling complaints	21
12	Standard 8 Leadership and management of the school	22

1. Purpose and scope of the inspection

The Department for Education (DfE) has put in place a voluntary scheme for the inspection of British schools overseas (BSO), whereby schools are inspected against a common set of standards that BSO can choose to adopt.

The inspection and this report follow the DfE schedule for the inspection of British schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation; the school's complaints procedures; and leadership and management. If appropriate, there is a separate section on the quality of boarding provision. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International. Penta International is approved by the British government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for BSO.

During the inspection visit, 56 lesson observations took place. School documentation and policies were analysed and data reviewed. Pupils' workbooks were seen in lessons, and discussions were held with the staff, parents and informally with students. The inspection took place over three days.

The lead inspector was Karen Hanratty. The team members were Jack Meadows and Naim Shabir.

2. Compliance with regulatory requirements

As a result of this inspection, the school has shown that it meets the standards for British Schools Overseas, except for those that cannot be achieved legally in the host country. These pertain to aspects of the UK Equality Act 2010. The relevant standards are:

Part 1 – ‘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;’

and

Part 2 – ‘5(b)(vi)- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

The school actively promotes tolerance and a respect for all human differences, within the confines of the law. This is embedded in the culture and ethos of the school. This judgement is endorsed by the British government and is valid for three years. The inspection process is quality assured by the Office for Standards in Education (OFSTED).

3. Overall effectiveness of the school

The school exemplifies excellence in delivering a British-style education overseas. A commitment to inclusion and wellbeing, a strong focus on holistic development, a comprehensive curriculum and high-quality teaching and assessment result in outstanding outcomes for students, personally, socially and academically. As a result of strong leadership, reflected in high standards in all areas of school life, including best practice around safeguarding and health and safety, students are safe and extremely well cared for.

3.1 What the school does well

There are many strengths at the school, including the:

- students, whose behaviour and positive attitudes to life and learning make them excellent ambassadors for the school;
- headteacher and leadership teams, whose guidance provides consistent, inspirational leadership to the school;
- relationships across the school, between all stakeholders, based on warmth, trust and mutual respect;
- standards of teaching and the use of all adults to support learning;
- academic attainment and progress made by all groups of students;
- gathering, analysis and application of a range of data sets, to guide teaching, and learning interventions;
- unrelenting focus on the safeguarding and wellbeing of students;
- Oasis and the inclusive nature of the school, where all students are met at their starting points and moved forwards with care and dedication;
- wide range of opportunities for students to develop interests, talents and leadership skills;
- sense of school community, where everyone feels they belong;
- ambitious plans for campus and buildings re-development;
- director and board of governors, whose expertise and dedication oversee strategic school planning.

3.2 Points for improvement

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

- i. Ensure greater consistency in marking, feedback provided to students and students' responses to the feedback, leading to specific, clear target setting;
- ii. Continue to refine the personal, social and health education (PSHE), incorporating the requirements of moral, social and cultural education (MSCE) with the school's wellbeing curriculum and core values;
- iii. Opportunities for students to engage in charitable work and community service, within the confines of local regulations.

4. The context of the school

Full name of School	Jumeirah English Speaking School, Jumeirah Branch				
Address	P O Box 24942, Arabian Ranches, Dubai, United Arab Emirates				
Telephone Number/s	+971 4 3619010				
Website Address	www.jess.sch.ae				
Key Email Address	sobrien@jess.sch.ae				
Headteacher/ Principal	Principal: Mr Shane O'Brien Head teacher: Mr Luke Rees				
Chair of board/Proprietor	Mr Stuart Walker				
Age Range	3-18 years				
Total number of pupils	754	Boys	379	Girls	375
Numbers by age	0-2 years	0	12-16 years	0	
	3-5 years	177	17-18 years	0	
	6-11 years	579	18+ years	0	
Total number of part-time children	4				

Jumeirah English Speaking School (JESS) is a co-educational, not-for-profit day school. Founded in 1975, it was established to provide an education for English speaking expatriate families living in Dubai, aged from 3 to 11. JESS is proud of being one of the first such schools to be established in the Emirate. The school initially opened near the city centre with just 17 children, before moving to small premises in its current location in Jumeirah a year later, on land gifted by the ruling family of Dubai. Rapid campus developments created purpose-built accommodation and facilities suitable for all aspects of the curriculum, together with arts and sports events.

A second campus was opened in the Arabian Ranches area of the city in 2005. This new school offered early years and primary education to families in the surrounding area, as well as

providing the opportunity for students to complete their secondary education at JESS. Across both schools there are currently over 2,500 students, aged 3 to 18.

The student body encompasses 76 different nationalities, of which 38% are British. Indian and Australian make up the next largest contingents, with 9% and 4% respectively. 27% of students are learning English as an additional language, however, most would be considered 'independent' or 'proficient' users of English.

The school enjoys a strong reputation for academic excellence combined with a community feel. JESS is an inclusive school, with a focus on students' wellbeing. These attributes were recognised by the SENDIA (Special Educational Needs Inclusion Award) and WAS (Wellbeing Award for Schools) which it received in 2022.

JESS is a member of AoBSO (Association of British Schools Overseas), COBIS (Council of British International Schools), BSME (British Schools of the Middle East), IAPS (Independent Association of Prep Schools), NOS (National Online Safety) and HMC (Headmasters' and Headmistresses' Conference).

4.1 British nature of the school

The school has a palpable British feel which is evident across many aspects of school life, culture and organisation.

The curriculum is based on the National Curriculum for England and the Early Years Foundation Stage (EYFS) programme. The common language across the school and language of instruction, for all subjects except foreign languages, is English. Schemes of work are supported by teaching materials, resources and books produced in the UK. Students are assessed using a range of UK based assessments, and outcomes benchmarked against UK, as well as international, outcomes.

Over one third of the student body is British. Almost all British curriculum teachers are either UK trained or have experience of teaching in other British international schools. Continuous professional development is sourced from the UK, including visits from leading British educational specialists. Most leaders have completed qualifications from the National Professional Qualification (NPQ) suite of qualifications. Staff are kept up to date regarding developments in UK education via regular briefings and training. Leadership structures, based on distributed leadership, resemble a UK model. The school follows UK best practice across a range of functions, including child protection and safeguarding, which is informed by the Safeguarding Alliance. Governors have strong relevant experience and offer clear challenge and support to school leaders.

The school follows a three-term year. The school structure of key stages (KS) and year groups mirrors the UK system. Subjects studied, curriculum allocation, timetables and a wide range of extra-curricular activities (ECAs) match those found in the best British schools. Students are offered a range of leadership opportunities; many posts available follow a democratic election process. British values are at the centre of school life, promoted through the school's vision, curriculum, events and displays. Students are confident in describing how these values apply to life at JESS Jumeirah. Students wear their uniforms with pride. They enjoy taking part in inter-school competitions and events, based around sports, arts and debating, amongst others. Students are also actively involved in British cultural events such as Remembrance Sunday. The house system provides a sense of identity and unity, as well as supporting the rewards system.

The design of school buildings is influenced by schools in the UK. Classroom displays are of a good quality. They reflect the curriculum taught and support students personal and social development, including a balance of teacher created resources and students' work.

The school is a member of AoBSO (Association of British Schools Overseas), COBIS (Council of British International Schools), BSME (British Schools of the Middle East),

IAPS (Independent Association of Prep Schools), NOS (National Online Safety) and HMC (Headmasters' and Headmistresses' Conference).

5. Standard 1

The quality of education provided by the school

The quality of education provided is outstanding. A stimulating curriculum, which builds skills as well as developing students' interests and talents, is supported by excellent teaching and assessment practices. As a result, students' progress and outcomes academically, personally and socially are outstanding.

5.1 Curriculum

The quality of the curriculum meets the requirements for BSO and is outstanding.

JESS Jumeirah provides a curriculum that inspires and motivates students, instilling in them a love of learning. It is broad, balanced, and innovative, tailored to meet the needs of all abilities. The curriculum is aligned with the National Curriculum for England, ensuring students could seamlessly transition to UK schools. The school's curriculum is meticulously designed and supported by comprehensive policies, curriculum maps, and knowledge organisers, all of which are shared with parents to foster transparency and collaboration. High expectations are set across the school, leading to exceptional progress for students at all stages of their education. The school's focus on reading, writing, communication, science and mathematical skills ensures students are well-equipped for their next steps in education.

JESS Jumeirah's leadership teams work collaboratively to implement and improve curriculum delivery. Data is used effectively to monitor progress and inform decisions. A structured phonics programme, *Little Wandle* was introduced as a proactive response to data analysis, which showed a need for learning reinforcement in this area. Similarly, a *concrete-pictorial-abstract* (CPA) approach was introduced in mathematics to ensure all students have a deep understanding of the mathematical concepts, using *White Rose Maths* as a resource to support the approach. These initiatives focus on mastery, with small-steps progression documents in English, science, and mathematics supporting scaffolding and continuity in learning. Implementation plans for phonics, handwriting, writing and mathematics are tailored to ensure the highest standards in teaching and learning, while regular reviews ensure alignment with evolving pedagogical research.

JESS Jumeirah's commitment to inclusivity is evident through its adaptation of policies and schemes to meet the needs of students with special educational needs and disabilities (SEND) and those identified as gifted and talented (G&T). The school's receipt of the SENDIA award highlights its success in this area. Professional

development for staff focuses on inclusive teaching practices, ensuring all students make outstanding progress, regardless of their starting points. English is the language of instruction, with additional support provided to students learning English as an additional language (EAL), enabling them to access the curriculum fully.

The school actively promotes British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of others. These values are embedded across the curriculum and form the foundation of the school's ethos, preparing students to become responsible global citizens. The integration of United Arab Emirati culture into the curriculum enriches students' learning experiences, making it locally relevant whilst also being globally informed.

The school offers extensive curriculum enhancement, providing students with opportunities to develop interests and talents across cognitive, physical, creative, and social domains. The rich extra-curricular activities programme, includes debating, Minecraft, French knitting, WOW writing, painting skills and a wide range of music and sporting activities. Educational visits and residential trips, leadership opportunities, competitions, local and international sports fixtures, and peripatetic music lessons further enhance the curriculum, fostering well-rounded individuals. The bespoke wellbeing curriculum, aligned with JESS's core values, helps students develop essential skills, resilience, and self-awareness. It complements the United Arab Emirates' (UAE) moral, social, and cultural education (SMCE), supporting the holistic development of all students. Combined together these form the basis of the school's personal, social and health education (PSHE) provision.

Early Years Foundation Stage (EYFS) provision at JESS Jumeirah is exemplary. The JESS Foundation Stage Essential Agreements and Assessment Guide set clear expectations for teaching, learning, and assessment. Tools such as the Power BI Dashboard enable teachers to analyse gaps in learning, allowing targeted interventions and challenges at an early stage. Moderation exemplars and EYFS specific professional development further ensure the highest standards in early years education.

Sex and relationships education (SRE) is delivered within the confines of local laws, with parents required to provide consent for sessions such as the year 6 puberty talk. The school ensures this education is culturally appropriate while still equipping students with essential knowledge in a respectful manner. The curriculum is regularly reviewed to reflect best practices and includes opportunities for transition experiences between stages, ensuring students are well-prepared for the next phases of their education.

The curriculum at JESS Jumeirah embodies the principles of inclusivity, excellence, and innovation. Its dynamic nature ensures that it adapts to changing needs while maintaining the highest standards. Through its unwavering focus on the holistic development of every student, the curriculum at JESS Jumeirah ensures that students

leave as confident, compassionate, and capable individuals ready to thrive in any context.

5.2 Teaching and assessment

The quality of teaching and assessment meets the standard for BSO; it is outstanding.

At JESS Jumeirah, much of the teaching is outstanding, and never less than consistently good. Lessons are meticulously planned, taking into account students' prior attainment, strengths, and areas for development. Teaching staff exhibit consistently high expectations of all students, regardless of their starting points, ensuring that every learner is challenged, supported, and inspired to achieve their best. Teachers anticipate where interventions may be needed and act promptly to address misconceptions, as a result students remain on track to make rapid progress.

One of the defining features of teaching at JESS is the infectious enthusiasm and love for learning it engenders amongst students. In the best lessons, teachers skilfully use their deep subject knowledge and understanding of pedagogy to create and deliver lessons that are both stimulating and highly effective. This was evident in a year 1 lesson where the teacher read a letter and opened a mysterious package linked to a story, sparking excitement and fully immersing students in their learning journey.

Outstanding teaching at JESS is characterised by a relentless focus on high-impact learning. Across the curriculum, teachers skilfully use questioning, discussion and open-ended tasks to develop students' understanding and foster critical thinking and problem-solving skills. For example, in a year 6 topic lesson on geographical diversity, students were given 20 geographical terms and challenged to organise them. Students applied their own criteria to the sorting exercise, which led to discussions within teams and across the whole class.

Students at JESS thrive in a learning environment that prioritises their engagement, independence, and resilience. Behaviour in lessons is exemplary, because students are positively engaged and highly motivated to learn. They respond enthusiastically to opportunities for collaboration, demonstrating respect for their peers and a willingness to support one another. For example, a year 6 lesson on structure and functions of the heart involved a carousel of group learning activities, culminating in a supervised heart dissection. The positive relationships between teachers and students, built on mutual respect and trust, create a classroom atmosphere where students feel safe to take risks in their learning and challenge themselves.

The use of creative teaching methodologies is a hallmark of outstanding practice at JESS. Lessons are carefully paced to maximise learning time while maintaining

student engagement. The 'mini missions' in KS1 and personal learning time (PLT) in KS2 have carefully planned activities that stretch and challenge all children.

Strategies to develop mastery in mathematics result in students being increasingly aware of relationships between numbers and willing to explore and take risks. For example, in a year 3 lesson, students used manipulatives to represent multiples of two-digit numbers, and then wrote increasingly complex number sentences to describe their work. In the most successful lessons, teachers allow students to choose the level of challenge that is appropriate for them, selecting their task from a differentiated selection. This was evident in year 5, where students worked with improper fractions and mixed numbers, gaining knowledge and confidence.

Teachers create highly stimulating learning environments where displays celebrate achievements and provide resources to scaffold and extend learning. Classroom resources are of high quality and are used effectively to ensure all students can access the curriculum and succeed. The effective use of technology further enhances teaching and learning. Learning technologies are integrated appropriately and prudently to support and extend students' understanding.

In EYFS, continuous provision activities are thoughtfully designed to extend communication and language skills. In one example, a stage was set up for students to present and sing songs, fostering both confidence and creativity. EYFS learning environments are carefully managed to support exploration across all core and prime areas. Carefully managed resources, free-flow between areas and the use of natural materials create outstanding opportunities for learning.

The contribution of Learning Support Assistants (LSAs) and the Oasis Team (Learning Support Department) is exceptional. Their expertise, dedication, and collaborative approach significantly enhance the progress and success of students requiring additional support, whether that be for academic or wider needs. The school's inclusive nature supports the full integration of students with SEND with their peers.

Assessment and the use of attainment and progress data is a key strength. Teachers systematically and effectively check students' understanding during lessons, using formative assessments such as low-stakes quizzes and targeted questioning to gauge progress and inform future planning. Marking and feedback, whether verbal or written, in many classes is of high quality, providing students with clear guidance on their strengths and areas for improvement. Where practice is at its best, students respond to teachers' feedback to improve their work. Students are regularly involved in assessing their own work and that of their peers, demonstrating maturity and a deep understanding of the learning process. However, marking, feedback, students' response and target setting are not yet consistent across the school.

A wide range of assessment data is meticulously analysed at individual and group levels to identify trends, strengths, and areas for development. Moderation activities ensure the accuracy and reliability of assessments, and the use of tools such as Power BI dashboards allows staff to track progress and attainment in real time. This data-driven approach ensures that teaching is responsive and tailored to meet the needs of all learners, enabling them to make substantial and sustained progress.

5.3 Standards achieved by pupils

The standards achieved by students are outstanding. Across all year groups and curriculum areas, particularly English, mathematics and science, students make substantial and sustained progress. This reflects their development of outstanding knowledge, understanding, and skills, irrespective of their different starting points.

Levels of attainment are exceptionally high. The school uses the *GL Progress Through* suite of assessments to gather standardised data which is benchmarked against UK standards as well as CAT4 to effectively compare students' raw potential with their GL attainment and teacher assessment data to ensure that all students achieve the standards that they are capable of. In *GL Progress Tests*, from Year 1 to 6, attainment is outstanding. In English, 91% of students achieve age-related expectations (ARE), with 81% exceeding these. Similarly, in mathematics, 94% meet ARE, with 86% surpassing this benchmark. Science demonstrates even more impressive results, with 98% of students achieving ARE and 93% exceeding these. These outcomes are significantly higher than UK national averages.

In the internationally benchmarked *Trends in Mathematics and Science Study* (TIMSS), conducted in 2023, students achieved 'Advanced Benchmarking' status with scores of 630 in mathematics and 634 in science, placing JESS Jumeirah amongst the highest-achieving schools globally in these subjects.

In EYFS, the school's outcomes are also impressive. The percentage of children in FS2 achieving a Good Level of Development (GLD) in 2023/24 was 91%, far exceeding the UK average of 67.7%. In the prime areas of learning, 99% of children achieved Early Learning Goals (ELGs), with similar results in the specific areas. These outcomes reflect the school's ability to provide a rich and stimulating environment that nurtures and develops children's full potential from the outset.

The progress of students with SEND is outstanding. Rigorous data analysis demonstrates that their progress is in line with or improving towards that of their peers with similar starting points. The school's commitment to inclusivity is evident in its tailored curriculum, specialised interventions, and expert support for SEND students. These students thrive in an environment where they are supported to achieve their best, underpinned by a culture of high expectations.

Attendance at JESS Jumeirah is good with an average of 96.4% in 2023/24. Students arrive punctually to school and to lessons. Behaviour across the school is consistently excellent. Students are courteous, respectful, and highly engaged in their learning.

6. *Standard 2* *Spiritual, moral, social and cultural development of pupils*

The spiritual, moral, social and cultural development of students meets the standard for BSO and is outstanding. Staff, students and parents are proud to be part of the JESS Jumeirah family, with its welcoming and inclusive ethos.

The school's core values: curiosity, respect, integrity, care, excellence and commitment encourage strong moral values and are at the heart of everything the school does. They reflect the strong British culture and ethos within School. The 'JESS Promise', which all students commit to, is an integral part of school life: the core values in action.

Students' behaviour at JESS is exemplary: students are polite, welcoming and friendly. The 'Think and Reflect' initiative is embedded in the school and encourages students to understand right from wrong. Incidents of poor behaviour are infrequent because the students are engaged in a happy and healthy school. However, when incidents do occur, they are dealt with promptly and effectively, with a system of restorative justice, helping students to learn from the situation. Relationships across the school, between all stakeholders and particularly within the student body, are outstanding. Bullying is rare, reinforced with robust anti-bullying and inclusion policies. Awards, linked to the core values, are presented to students in weekly assemblies. Students speak highly of the school's caring community, one student referred to school as "A home away from home".

The school wide 'Buddy System' promotes peer to peer support across key stages. It allows students to regularly engage with others from different year groups, develop new friendships and encourages a family orientated environment. Students have the same buddy for a minimum of two years. Students are offered an abundance of leadership opportunities across the school, for example, house captains, student executives, student librarians, digital leaders, wellbeing leaders and inclusion ambassadors as well as head and deputy boys and girls. These positions are often democratically elected, much sought after and respected. Through leadership opportunities, students have an opportunity 'give back'. A charity committee has been established to explore ways in which the school can also extend support to the wider community.

Students are encouraged to show compassion and empathy to others, and to be proactive in actioning results. For example, the inclusion ambassadors have recently successfully bid to have friendship benches installed in play areas to ensure no student feels isolated or left out. Wellbeing and inclusion are clear strengths of the school, all students feel valued and listened to, and are individually supported according to their needs, in an emotionally safe environment. The school's PSHE programme combines Dubai's Knowledge and Human Development Association's (KHDA) compulsory moral, social and cultural education (MSCE) with elements from the *Jigsaw* programme. This forms the basis of weekly MSC lessons and feeds into assemblies. The school is currently reviewing and developing this provision further.

Students have an excellent appreciation and respect for their own culture and the culture of others. This is reflected in a rich and diverse calendar of events, including five major whole school festivals annually. These celebrations are very meaningful to students and emphasise a respect for their own and other cultures. Respect for local Emirati culture is strong. Students and adults alike stand respectfully for the National Anthem every morning. Students have a good understanding of Emirati culture and history, and the school celebrates UAE National Day every year. Parents are invited to share in key celebrations and cultural events. The role of 'heritage hero' gives students the opportunity to take on responsibility for leading culture awareness and respect.

Students' spirituality is developed in many ways. The ECA programme offers a mindful colouring and drawing club. All classrooms have digital TVs with screensavers showing calming videos of nature. The 'Zen Den' spaces in KS2 provide areas for students to destress and reflect in a quiet and calm environment; parents, in particular, speak highly of this initiative.

Students are very proud of their school and feel privileged to be part of it. Attendance to school is good and students demonstrate an eagerness and willingness to work hard and learn. When asked about the school, one student said 'Everyone feels safe and happy', and another said, 'I can trust everyone and I can really bond with my teachers'.

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

The provision for welfare, health and safety meets the standard for BSO and is outstanding.

The school demonstrates a strong commitment to providing a safe, healthy, and supportive environment, fostering students' well-being, academic success, and personal development. A comprehensive range of policies around welfare, health and safety set high standards, and are reviewed regularly.

The provision for safeguarding students is excellent. The school safeguarding policies and procedures are rigorous, and ensure that safeguarding remains a high priority and is at the heart of the school. As a result, students are exceptionally well cared for.

A team of designated safeguarding officers and leads (DSO, DSL) oversees all aspects of safeguarding and child protection. Their identity is clearly communicated, with posters placed in key areas around the school and leaflets for visitors to ensure all members of the JESS Jumeirah community know who to approach with any concerns. The DSOs, DSLs, all senior leaders and other key members of staff have Level 3 safeguarding training. All staff receive annual safeguarding refresher training, including in their mother tongue for non-native English speakers. An online platform, iSAMS, is used to confidentially report any safeguarding concerns, which are swiftly followed up. The safeguarding team communicate on a daily basis, in-person and through iSAMS, they meet weekly within the school and half-termly with the senior leadership team (SLT) and safeguarding governor across all three JESS schools to review cases and ensure a consistent approach. The school works closely with external agencies as and when required.

The wellbeing of both students and staff is seen as a top priority, and a wealth of initiatives are in place to promote this. An abundance of wellbeing data gathered through *YouHue* and *PASS* surveys allows leaders and teachers to monitor students' wellbeing and ensure any concerns are addressed promptly. The wellbeing team and Oasis department provides exemplary care, both for immediate need and longer-term issues.

Students speak highly of the support they receive, which helps them to stay healthy and active. Healthy lifestyles are promoted as part of the school day, including regular exercise through PE and play times. Healthy choices are provided by the kitchen. Student and staff emotional and mental health is a high priority for the school.

The school's focus on online and e-safety is excellent. Over 30% of the computing curriculum is dedicated to ensuring students learn how to stay safe online, with termly e-safety parent sessions run by the computing department.

The school site is secure. 24-hour security is in place, with three night guards and four day guards on duty, on a fully enclosed site. Whilst currently limited, plans are in place to install extensive CCTV coverage in the future. A record of visitors is kept, and all visitors are given a colour coded lanyard to reflect their role and level of safeguarding training, and ensure no unauthorised personnel are on-site.

Student arrivals and departures are well managed. Parents drop their child off at the school gate, or park and walk their children to their classrooms. Senior leaders are at school gates to meet and greet students and parents. Parking areas and road crossing points are extremely well managed by the site team, who have received training from the local police. The school is working with the local authorities to further improve arrangements, with recent improvements including the raising of the road crossing and installation of bollards outside the school gates.

The school has robust emergency procedures in place which are fully compliant with local authority regulations, and checked by them annually. Emergency fire drills and lockdown practices are carried out termly and each school building has allocated emergency equipment and first aid kits. A crisis management team oversees drills, and processes are in place for deputising key staff members during an evacuation should there be any staff absences. A detailed and comprehensive risk assessment policy ensures regular and comprehensive risk assessments are carried out for both on-site and off-site activities. They detail both the extent and likelihood of potential risk, and steps to reduce both. Before going on an off-school visit, the trip leader and a member of SLT recce the venue to ensure it is appropriate and safe.

More than 50% of staff are first aid trained and strategically placed around the school. A full-time doctor and two nurses are on site in the health office during all hours of school operation. They work closely with the local authorities to coordinate such things as vaccination programmes and ensure compliance with local regulations.

Attendance is recorded digitally, with accurate and up-to-date registers enabling the tracking of students' attendance and punctuality. A detailed admissions register is maintained. Throughout the school day, students are well supervised. Staff rotas ensure all areas of the school have a member of staff allocated at break times, and staff receive guidance on effective supervision. Facilities for play and recreation are extensive, engaging and well maintained.

School premises and campus are well cared for by the maintenance team. Staff use a bespoke App to report any maintenance issues. The maintenance team respond promptly to problems raised and keep rigorous records. High standards of hygiene are maintained across the school.

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

The suitability of the proprietor and staff meets the standard for BSO and is outstanding.

Recruitment processes are exemplary and follow UK best practice. Teaching vacancies are advertised on TES and locally within Dubai. The school uses its own bespoke application and referenced forms. Potential staff undertake a series of interviews, which explore their qualifications, personal qualities and previous experience. Leaders and personnel involved in staff recruitment have received safer recruitment training. Confidential written references are followed up with a telephone conversation to corroborate details provided. Background checks including identity, qualifications, medical fitness, the right to work in the UAE and police checks are all completed before an offer of employment is finalised. Additional steps, including checking candidates' social media and online searches, provide additional scrutiny.

Staff receive detailed information pre-arrival, and dedicated induction days before the pre-term INSET week. Further induction, which focuses on different aspects of the school's culture, curriculum, teaching and assessment, amongst others is provided on an ongoing basis for the first two terms. A six-month probationary period is compulsory for new teaching staff.

A robust system of performance appraisal is in place. Lesson observations conducted by two senior and middle leaders, lead to coaching conversations and target setting. Data is analysed and staff work within professional learning communities, conducting action research and peer observations of best practice as they work towards their targets. Learning walks and book scrutiny provide further data, which feeds into school development and continuous professional development (CPD) planning.

A comprehensive single central register is diligently maintained for all staff, supply staff and governors, both present and past. This clearly details all checks carried out, the verification of certificates, and dates on which these occurred. The single central register and personnel files were made available to inspectors. Background checks on outsourced staff are carried out by the contractor, who provides verification of the same.

All staff receive annual safeguarding training. All members of the SLT and the safeguarding governor have received Level 3 training. This governor has overall responsibility for the annual review of all safeguarding procedures, including training and safer recruitment.

A well-established board of governors provides an oversight of the school's work and development. Strategic development decisions are made in partnership with the director. Governors provide a wide range of expertise, which helps guide decisions regarding budgets, building developments, safeguarding and child protection, legal matters and inclusion amongst others. The governing board effectively holds senior leaders to account for the school's performance.

9. *Standard 5* The premises and accommodation

Premise and accommodation of the school meet the standard for BSO and are outstanding.

The school environment is both attractive and safe, and space is utilised effectively. All areas of the school site are well matched to the needs of the curriculum and the age of the students. The newly refurbished blocks in EYFS and years 1, 2, and 4, and the original blocks have large spacious classrooms that receive ample natural light, connected by outdoor walkways. All classrooms have direct access to outdoor space, specifically allowing for effective free-flow between indoors and outdoors in EYFS and KS1. Year group communal indoor areas provide breakout spaces for students to work independently or in support groups. Age-appropriate outdoor play areas for all ages make excellent use of all areas of the campus.

All classrooms are well equipped to support learning, with interactive technology, a range of high-quality resources and stimulating displays. Classrooms have a variety of age-appropriate spaces for students to interact with each other and work, for example, in year 6 students can choose to sit on chairs at desks, on cushions at low level desks or stand at a higher desk. Areas in all classrooms are available for carpet time and book corners for students to relax and read.

Specialist facilities are available for outdoor PE classes, including a large sports field, hard courts and two temperature-controlled swimming pools. Other specialist facilities include computing room, music rooms and a multi-purpose hall. Outside areas are green and leafy, and provide plenty of natural shade. Designated play areas include two shaded play grounds, sand pits, outdoor climbing frames and an array of resources for the students to play.

All buildings benefit from high standards of ventilation, cooling and sound-proofing. There are suitable sanitary facilities in the school, with toilets and washing facilities for students in all classrooms and an accessibility toilet. The temperature of water from taps does not pose a risk of scalding. Changing facilities are available for swimming. Individual lockers are provided for all students in the school. Water dispensers, maintained regularly, provide access to chilled water for staff and students across the site.

The health clinic is of a high quality, with suitably qualified staff, for the short-term medical examination and treatment of students. Washing facilities and a toilet are integral to the clinic. A separate isolation room is maintained in-line with local requirements. The school is well-maintained, clean and safe with maintenance records and clear reporting procedures.

Well-established, ambitious and fully-funded plans to renovate and update the school site are currently underway. These include refurbishing the current facilities with updated classroom blocks and two new shaded, temperature-controlled swimming pools with the addition of a theatre, indoor sports hall, new classrooms, cafeteria and wellbeing areas. These works have been carefully planned to minimise any disruption to the day-to-day running of the school.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, carers and others meets the standard for BSO and is outstanding.

The provision of information at JESS is exemplary, ensuring that parents, prospective families, and the wider community are consistently well-informed and supported. The school's website is an invaluable resource, offering access to contact information, inspection reports, academic outcomes and policies. The vision, mission and core values of the school are prominently displayed, providing a clear insight into its ethos and priorities.

The admissions process is highly organised and supportive. Prospective families are guided through every stage, ensuring a smooth transition into the school. Play visits for the youngest children and engagement sessions for parents allow new families to feel welcomed and prepared, fostering a sense of belonging from the outset.

The school places great emphasis on regular and meaningful communication with parents. Weekly newsletters from the headteacher, combined with social media updates, keep families connected to school life. Parents receive timely curriculum overviews, equipping them to support their child's learning at home. Reporting procedures are thorough, with twice yearly written reports complemented by parent meetings held three times annually, providing parents with detailed updates on their child's academic and pastoral progress. Other informal communications reinforce a culture of openness and collaboration.

Parent engagement is a cornerstone of the school's communication strategy. Fortnightly workshops enhance parents' understanding of the curriculum and provide strategies for supporting learning at home. Start of year welcome events ensure parents are knowledgeable about their child's educational experience. The Parent Partnership Council further strengthens home-school connections, providing parents with a platform to voice concerns, suggest improvements, and give feedback. Parents' opinions are regularly sought through *Your Voice* surveys and focus groups, with feedback carefully analysed and used to drive improvement.

The school demonstrates exceptional transparency in its operations. Academic results, including public examination outcomes, are published alongside detailed analyses of trends to highlight the school's successes and areas for focus. Policies, including a clear and well-structured complaints procedure, are readily available and regularly updated. Complaints are handled efficiently, with most resolved informally and very few requiring formal escalation. Inspection and accreditation reports are shared alongside development plans to address recommendations, reflecting the school's commitment to accountability.

The provision for students with additional needs is also effectively communicated to parents. Tailored support plans, updates on progress, and specialist sessions ensure these families are kept well-informed and included in their child's learning journey.

11. Standard 7

The school's procedure for handling complaints

The school's procedure for handling complaints meets the standard for BSO.

The school has a comprehensive, clearly written complaints policy which is readily accessible to parents through the website, parent portal or as a hard copy. It is also available in large print. Arabic speaking staff are available to help parents with translation if required.

Clear timelines are in place for each stage of a complaint, which may be flexible around school holiday periods to ensure a satisfactory outcome in a reasonable timeframe.

The procedure covers four stages:

1. Informal resolution – parents contact their child's teacher directly. It is hoped that most issues can be resolved in this matter. Discussions may involve year group leaders or members of the senior leadership team.
2. Formal resolution – complaints in writing are submitted to the head of school, and parents are invited for a meeting. The head of school appoints an investigating officer. A report is sent to the parents detailing the investigation and findings.
3. Directors Review – if a parent is dissatisfied with the outcome of the investigation, the complaint is escalated to the director. The director will review the procedures followed, written records, evidence and the decision made by the head of school. The director will meet with parents to share his decision.
4. Final Appeal Procedure – should parents wish to proceed further with their complaint, the matter is elevated to the board of governors. An appeal panel consisting of the chairman of the board, the director, one other board member and one person independent of the management of the school is established. A hearing is held, during which the panel will either make a ruling or request further investigation. When a final decision is made, the panel conveys this to the parents in writing.

Parents also have the option of raising a complaint with Dubai's KHDA. Parents are welcome to bring another adult to any meetings relating to the complaint raised.

Written records are kept for all written complaints, including meetings and interviews, which are stored securely.

Almost all complaints raised are successfully resolved at the informal stage of the process.

12. Standard 8

Leadership and management of the school

The leadership and management of the school are outstanding.

School leaders have created a vision, mission statements and core values which are at the heart of the school's ethos. They are clearly and widely communicated, and known and understood by all stakeholders. They provide a moral compass which sets the tone for school life, and which leaders use to direct all school developments.

The senior leadership team, under the inspirational guidance of the head teacher, work with unity of purpose. They are objective in their approach to school self-evaluation and use their in-depth knowledge of the school's strengths and priorities to plan for further school improvements. These over-arching aims cascade down into year group and subject development plans, always centred around the school's vision and mission.

School leaders are confident in their analysis, understanding and application of key data sets, including students' attainment and progress data, and staff appraisal. Decisions are evidence-based, and interventions put in place at an early stage, as a result, standards across the school are outstanding.

Wellbeing is a key priority for the school's leaders; students, staff and parents are monitored and support is available for those in need. As a result, morale is high. Exceptional inclusive practices accommodate students with a wide range of diverse needs, who make excellent progress academically and socially. Extensive support systems such as speech and language therapy provide easily accessible support.

The safeguarding of children is well embedded and seen as a key priority by leaders. All staff receive annual safeguarding training, including outsourced staff, in their mother tongue. Staff recruitment processes follow UK best practice in minimising potential risk. Children feel safe at school. Any concerns are raised with the DSL, and are promptly followed up.

Leaders have created ambitious development plans for the school campus and premises. These include an entire phased rebuild, adding additional resources such as enhanced sporting and performing arts facilities and a bespoke canteen. Indoor and outdoor play and recreation facilities will provide year-round age-appropriate challenge and enjoyment.

Ambitious strategic development plans, supported by the director and an experienced and committed board of governors, lay the foundations for the school's future development. Finances are extremely well managed and the school well resourced. The professional specialisms encompassed within the governing body provide much appreciated expert guidance to school leaders.