



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**GEMS Jumeirah  
Primary School**

**Dubai**

**United Arab Emirates**

Date  
Inspection number

**13<sup>th</sup> – 15<sup>th</sup> March 2023**  
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## 1. Purpose and scope of the inspection

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

The inspection and this report follow the Department for Education (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 (including boarding); and the school's complaints procedures. 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, nearly 100 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 Glyn Kilsby, Duha Salous, Tessa Wilde and Caz Jude.

## 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 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 provides outstanding levels of care and education for its students. The school's strongly held belief that all students can succeed if they are given the correct support inspires all stakeholders. Inclusion is embedded throughout the school. A thorough knowledge of each student's strengths and next steps feeds into detailed plans and targeted learning experiences. The sense of community and focus on the well-being of students further supports success. As a result, each child is encouraged and supported to reach and go beyond their perceived potential.

#### 3.1 What the school does well

There are many strengths at the school, including the:

- students, who are confident, enthusiastic learners, taking pleasure in and making the most of the many opportunities that the school offers;
- inspirational leadership provided by the principal, which cascades down to proactive and very effective leadership teams;
- dynamic, caring and knowledgeable teachers who are skilled in bringing out the best in every student;
- focus on students' welfare and safety, with effective practices including robust safeguarding;
- high levels of attainment and progress, which are consistently sustained across the school;
- strong sense of community within the 'JPS family', which is felt and valued by all stakeholders;
- attitudes to diversity and inclusion, where everyone is welcome and individual differences are celebrated;
- high morale, due to the active promotion of well-being across the whole community;
- *JPS connect*, which draws together a wide range of strands of support for students, to ensure the learning needs of all are met;
- robust use of data to monitor and track students' progress, identifying any gaps and feeding into personalised support strategies;
- communications and relationships with parents, who are valued partners in their children's learning journeys.

## 3.2 Points for improvement

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

1. Refresh the focus on High Performance Learning (HPL) to ensure that all stakeholders are fully conversant with the programme and the student leaders in particular continue to take responsibility for its promotion;
2. Ensure that the quality and effectiveness of adult support for learning in all lessons is as high as in the best lessons.

## 4. The context of the school

Full name of School	GEMS Jumeirah Primary School				
Address	19th Street, Al Safa 1, Jumeirah, Dubai, UAE				
Telephone Number/s	+971 (0) 4 394 3500				
Website Address	<a href="http://www.GEMSJumeirahprimaryschool.com">www.GEMSJumeirahprimaryschool.com</a>				
Key Email Address	<a href="mailto:Info_jps@gemsedu.com">Info_jps@gemsedu.com</a>				
Headteacher/Principal	Mrs. Rachel Higgins, Principal/CEO				
Chair of board/Proprietor	GEMS Education Dr Saima Rana / Mrs. Jan Steel (LAB)				
Age Range	3 - 11 years				
Total number of pupils	<b>1,453</b>	<b>Boys</b>	<b>756</b>	<b>Girls</b>	<b>697</b>
Numbers by age	<i>0-2 years</i>	0	<i>12-16 years</i>	0	
	<i>3-5 years</i>	246	<i>17-18 years</i>	0	
	<i>6-11 years</i>	1,207	<i>18+ years</i>	0	
Total number of part-time children	0				

GEMS Jumeirah Primary School (JPS) is located in the heart of Jumeirah, a well-established residential area of Dubai. The school was founded in 1996 in a villa in the Al Safa area with just 30 students. The school grew rapidly and moved into the purpose-built facilities which it still occupies. The school recently celebrated its 25 year silver jubilee with a 'Street Party' in the style of the 1990's and a digital-free day.

The school is seen as the flagship British curriculum school of the GEMS group in Dubai. It enjoys strong links with neighbouring Jumeirah College, where the vast majority of students continue their education after leaving the school. There is a strong sense of community in the school.

## 4.1 British nature of the school

Jumeirah Primary School has a distinctly British feel in all aspects of school life. While the school has over 70 nationalities, the largest national group is British.

The school's curriculum is based on the National Curriculum for England, together with the Early Years Foundation Stage (EYFS). A wide range of curriculum and reading materials are sourced from the United Kingdom (UK), including the White Rose scheme for mathematics. HPL provides a framework for developing key learning skills and attributes. A wide range of after-school activities (ASAs) in line with best British practice provide additional learning opportunities. The school monitors students' attainment and progress regularly using the GL Progress Through Maths (PTM), Progress Through English (PTE) and Progress Through Science (PTS) assessments, National Group Reading Tests (NGRT) as well as Cognitive Ability Tests (CAT4) and PASS measures. These are all benchmarked against UK data.

The school year is divided into three terms, and the school timetable resembles that of a school in the UK. Year groups and key stages (KS), including EYFS are aligned to British age expectations. Children wear a traditional school uniform which clearly identifies them as JPS students. All students belong to a 'house', which gives them a sense of identity. There are varied opportunities for students to develop and display leadership skills; many student leadership posts are democratically elected.

The majority of teachers were trained in the UK or have relevant experience in other British international schools. Much of the ongoing professional development is sourced through UK providers, including visits to the school by British educational specialists. The leadership structure resembles that found in British schools and leadership training is provided through the National Professional Qualification (NPQ) suite of courses. The school has established a system of performance management which is in line with best practice in British schools.

British values are promoted through the school's own values. The school promotes a sense of Britishness throughout the curriculum with references made to Britain, for example in Foundation Stage the children had a British teashop. British culture and history are also celebrated through assemblies and events, such as British street parties to celebrate the jubilee of Queen Elizabeth II. The school recognises Remembrance Day and a minute's silence is observed across the school. The Guides, Brownies and Explorers use the school facilities for their regular meetings.

JPS is a member of British Schools of the Middle East (BSME) and of the Council of British International Schools.

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

The quality of education provided is outstanding. A broad, balanced and creative curriculum, together with teaching which engages and challenges children from their individual starting points results in attainment and progress which far exceeds UK expectations.

### 5.1 Curriculum

The quality of the curriculum is outstanding. Teachers create excitement for learning through a progressive, engaging and innovative curriculum which inspires and challenges students. It is designed and developed with rigour and passion, enabling all groups of students to excel. 'Sparkly Starts' and conceptual learning provide an immersive learning experience for students.

The school follows the 2014 National Curriculum for England, along with the EYFS Framework, 2021. This is successfully combined with the United Arab Emirates (UAE) curriculum requirements for Moral, Social and Cultural Studies, Arabic Studies and Islamic Education. The HPL programme underpins the curriculum. A written curriculum policy is in place. Throughout the curriculum the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance are upheld.

The EYFS offers students a broad and balanced curriculum. The new 2021 Development Matters framework has been successfully implemented. Learning is personalised to meet the individual needs of students. A balance of teacher led and child-initiated learning is planned for. Gap analysis of assessment data is used for targeted intervention to ensure that all children make good progress. From Foundation stage (FS) 1 onwards, students acquire speaking, listening, literacy and numeracy skills.

Across the school a variety of innovative approaches have been implemented such as conceptual learning, which develops transferable skills which can be applied across the curriculum. Conceptual learning is enquiry-based and aids in the development of critical thinking. Lessons are cross curricular, with themes focused on geography, history and science. The White Rose approach to mastery for mathematics has been successfully adopted.

Planning is collaborative. Long term planning across the curriculum is subject to rigorous and frequent review based on the analysis of assessment data. The progression in medium term planning is structured to ensure progression. Teachers work in close partnership to plan lessons, however, they deliver the learning in their own style. Progression within lessons is clearly planned for, with a balance of



modelling, guided, and independent tasks. 'Prove and Move', 'activators' and assessment for learning are embedded into the curriculum, the result of which is highly adaptive teaching which moves learning forward in lessons.

Personal, social and health education (PSHE) is embedded across the school. Students are well prepared for the next stage of school life in all subject areas. A well-planned and progressive moral and social studies curriculum, with an emphasis on well-being helps to prepare students emotionally; they are equipped with strategies to overcome life's future challenges. The curriculum supports students to become confident and self-assured.

The school offers a breadth of enrichment opportunities, including a wide variety of ASAs developed with the children's interests in mind, such as Mandarin Chinese, 'mathsnasium', photography, chess, ballet, tennis and 'make your first robot'. A wide range of visits, trips and opportunities to perform and celebrate cultural and world events further enhance the curriculum. Residential trips, some overseas, give students an opportunity to develop independence and explore new experiences; a recent ski trip was a great success. The school promotes a range of competitions, both within the school and in collaboration with other schools such as the recent BSME writing competition. The Mini Duke of Edinburgh and Junior Duke of Edinburgh Award Programmes encourage and enable children to develop valuable life skills by completing age-appropriate challenges.

Choice is at the heart of the school's approach to homework. The school understands the differing views parents and needs of students, so a variety of homework options are provided from which students can choose, should they so wish. These take the form of either consolidation of learning or pre-teaching. Alongside the free choice activities, there are some non-negotiables of reading, spelling and timetables practice for older students.

## 5.2 Teaching and assessment

The quality of teaching and assessment is outstanding. Almost all lessons are good or better and the majority are outstanding.

Students' attitudes towards their lessons and the school are outstanding. At the heart of this successful learning are the strong and caring relationships that have been developed throughout the school. The JPS community has a powerful sense of belonging and this enables students to become confident, happy learners. There is a genuine enthusiasm for learning in all parts of the school.

Teachers use a broad range of imaginative strategies and plan carefully to meet the needs of students of all abilities. Classrooms are dynamic spaces, with students, in all classrooms, using different types of work station; low tables, carpets, normal height desks and standing tables. This gives students options and variety throughout the day. The learning environment is colourful and stimulating with excellent displays both in classrooms and around the school. Student behaviour is skilfully managed in a way that is supportive and positive. Any behaviour that does not meet the school's high expectations is dealt with calmly and sensitively.

Medium and long-term planning is continuously reviewed and adjustments are made based on the monitoring of student progress. Target Tracker is used to monitor progress at student, class and year group level. The detail provided is then used to inform curriculum change and lesson planning. Detailed lesson plans make effective use of progress data and provide interventions and strategies for students across the ability range.

Time is used effectively and there is frequently a productive learning 'buzz' throughout the lesson. The standard of teaching is consistently high in all areas of the school, including specialist departments such as Arabic and Islamic studies. Teachers are knowledgeable in regards to both subject content and effective learning strategies.

Students are challenged through a variety of differentiated tasks and techniques. The strategy of 'do it, use it, own it' is widely used in the classroom and in the teaching of sport. In the best lessons, the pace and level of challenge is high, ensuring engagement of all students. For example, in a Year 3 science lesson, students were given a range of independent tasks to work through, exploring the factors affecting the size and shape of shadows, which they explored using torches and shadow puppets.

Teachers promote inquiry-based learning that develops students' critical thinking and investigation skills. In EYFS, teachers provide activities that are open ended with sufficient resources and invitations. For example, in FS2, children were able to make

their own three-dimensional model at the collage table. One child used a box to make a house and people to go inside it, while another child made a monster with sharp teeth. In many successful lessons, students are given open-ended challenges through which they can demonstrate and extend their understanding from their individual starting points. For example, in a year 6 mathematics lesson, students were given limited facts regarding the price and consumption of orange juice and asked to create and solve their own word problems based on this information.

Constructive collaboration between students is a strength in many lessons. This was evident in a Year 5 science lesson where students worked in groups to explore and understand the life-cycle of living things. The effectiveness of collaboration and each student's contribution was frequently reviewed as part of the learning process.

Links are made between learning and life beyond school and in the best lessons, students are given the opportunity to participate in real life experiences. For example, in FS1, children had listened to the story 'The Tiger who Came to Tea'. During continuous provision the teacher provided the children with tea bags, loose leaf tea, sugar and water, together with tea strainers, cups, a kettle and tea pot. Children were able to imitate real life by filling the tea pot up with water and making cups of tea.

In many lessons, students are given responsibility for their own learning, which rapidly develops their skills in a range of areas. For example, in a year 6 science lesson, students were challenged to design their own investigation into factors which affect the brightness of a bulb or speed of a motor in a circuit. They showed excellent understanding of the factors required for a fair test, including fixed and independent variables.

The school has introduced the HPL framework, which is well understood by many students and is integrated into some of the best lessons. Students can talk confidently about the different values, attitudes and attributes of HPL and apply these to their own learning. Student HPL leaders in year 6 have begun to take on a responsibility for championing the framework across the school.

The inclusion department, JPS Connect, is a strength of the school and provides an excellent overarching structure for special needs, enrichment and language support. The experienced JPS Connect team provide support for students, teachers and parents. Information from the team is used to inform planning and teaching for students who require additional support. Approximately 10% of students are on the school's special needs register and this gives full details of learning needs and provision. Equal priority is given to students requiring enrichment and extension as to those requiring support. In all lessons observed, teachers' planning made specific reference to the provision and support required.

Learning technology is used well throughout the school, and students embrace it with skill and confidence. For example, in a year 6 mathematics lesson students worked on their own devices to solve challenging problems, as their teacher used monitoring software to check progress and target support. Teachers and students make excellent use of interactive screens which are available and used effectively in all teaching areas.

The school is well staffed with teaching assistants (TAs) and learning support assistants (LSAs) in many lessons. In the most successful lessons, TAs and LSAs are engaged and active, providing helpful support for students. However, this best practice is not yet consistent across the school.

The learning monitoring system, LENS, provides a valuable framework that is effective in raising the quality of teaching and sharing best practice. Through the professional development programme linked to this, each member of the SLT and the extended leadership team (ELT) and middle leaders is responsible for monitoring the performance of five or six teachers who they have monthly contact with through lesson observation, work scrutiny or learning walks. This enables a strong relationship to develop and provides a support system that ensures high standards across the school.

A broad range of student assessment strategies are used throughout the school, including peer-marking, verbal feedback and self-review. Students' written work is responded to in a variety of ways, including constructive marking, live marking and by discussing work with the student. Discussion is noted in the book with a 'we talked' (WT) stamp. Students are encouraged to improve their work using a 'purple polishing pen'. Teachers keep detailed and accurate records of student progress and use this to plan the next stage of learning.

Data from formal, summative assessment including PTE, PTM and PTS is carefully analysed and used to identify any gaps in learning, at individual, class and year group level. These are then addressed through adaptations to the curriculum and planning. Students who are working beyond the curriculum standards are accurately identified and provided with more advanced challenges. As a result of swift and effective interventions, students are able to redress any deficits in learning and their self-confidence remains high.

## 5.3 Standards achieved by pupils

The standards achieved by students meet the requirements for BSO; students' behaviour, attainment and progress are outstanding.

The behaviour of students, their consideration towards others and their attitude to learning are excellent, throughout the school. Students collaborate well in lessons, and are courteous towards each other and towards adults in school.

Progress throughout the school is outstanding. In the EYFS 95% of students make expected or better than expected progress in literacy in relation to their individual starting points. The same measure of progress in mathematics is 96%, and in science 97%. Progress from Year 1 to Year 6 is measured using internal assessment and by measuring the results of standardised external progress tests against academic potential. In Years 4, 5 and 6 students exceeded their predicted results in literacy and mathematics in every year group.

Attainment is equally impressive, with results in EYFS well above those of the UK in literacy, reading, writing and mathematics. In science, an impressive 99% of students attained levels at or above UK expectations. In the primary phase, 82% of students attained a level that is above international standards. In mathematics 75% were above international standards and in science 88%. Both attainment and progress are measured using a range of internal and standardised international measures to ensure that the data is reliable.

Progress and attainment data is analysed by year group, class and for each individual student. Class teachers in Years 4 to 6 review the data and have 'CAT chats' with each student to discuss strengths and learning styles. All school leaders carry out termly 'lines of enquiry' to identify students who may need further support or adaptations to their curriculum.

There is a specific focus on Emirati students, each of whom has an accelerated progress plan or individual education plan to support them in their learning. Emirati students at the school achieve standards that are above average for the UK and, in mathematics and science, also above international standards.

Student attendance is monitored closely and there are robust processes in place for following up on all absences. Attendance for the last academic year was 95%.

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

The spiritual, moral, social and cultural development of students is outstanding. JPS has a diverse population with over seventy nationalities and each one is valued. There is a real sense of community and belonging that permeates throughout the school.

In many classrooms, teachers play music which creates a sense of calm and spirituality. There is a genuine sense of belonging and parents comment that there is a feeling of connection to the JPS family at a deep level, which people feel proud to be part of. The school's Head of Belonging is driving diversity, equity, and inclusion. During Diversity Week, individual differences are celebrated. At the school's entrance there is a display titled 'The Mind of all Kinds' which showcases well-known personalities who have learning differences such as ADHD, dyspraxia or dyslexia. Further displays highlighting diversity act as reminders that everyone is welcome at JPS. The head girl sums it up that at JPS, "Everyone is special". There are specific ASAs which encourage spirituality, such as mindfulness and yoga.

Standards of behaviour at JPS are very high, as a result of the clear, consistent expectations set by staff, based on the school's behaviour policy. Any inappropriate behaviour is dealt with effectively through restorative practices. This creates a culture where students reflect upon and modify their own behaviour. Morals and values are taught implicitly and explicitly across the curriculum, for example, in a Year 1 music lesson, children reflected on greed, sharing and obedience participating in the musical story telling of 'The Magic Porridge Pot'. Students are consistently rewarded for adhering to the school values. From an early age, students know right from wrong, and show respect for rules and laws.

Staff have received training on strategies to help calm children, for example when an FS2 child was upset the teacher encouraged her to breathe in and out slowly before she discussed the incident with her. Staff also use a range of strategies to re-engage children if they become over enthusiastic, such as clapping rhymes and actions. Staff are always calm and they value the student's well-being. From a young age, students communicate respectfully with each other, listening to the views and ideas of others. They negotiate and share resources as they participate in a range of cooperative activities. There is a buddy system in place whereby older students support younger children. Students who may need emotional support have been identified and male staff act as individual mentors to a number of students, spending time with them, following the interests of the child.

Students are offered extensive leadership opportunities from Year 3 onwards, many of which are appointed following a democratic process. The quality of student leadership is a strength and students are empowered to have an impact on the life of the school and the wider community. For example, as part of the selection process for head girl and head boy, students were asked to propose a project they wanted to implement in the school. One child suggested that the school should invest in solar panels. He was given the opportunity to meet with a

specialist to discuss his ideas. As a result, solar panels have now been installed in parts of the school. There is a wide range of opportunities for students to develop their leadership skills, for example, well-being leaders, HPL leaders, eco warriors and art leaders.

Well-being is at the heart of the school and a dedicated department supports all members of the JPS community; trained counsellors are available for all students, staff and parents. Support is provided to individual students as well as group interventions. Counsellors visit classes and participate fully in the life of the school, as a result they are well known by everyone. All staff form strong relationships with students and their families. Parents commented that the security team know each child by name and are always friendly. Students are very polite to staff, each other and visitors. They have good manners, saying 'please' and 'thank you', as well as holding doors open for adults. Students have a genuine curiosity about visitors and are confident to initiate conversations.

Rewards systems and praise are a key component of life at JPS. There are regular opportunities to celebrate student success and children are generous in their praise for their peers. Out of school achievements are also recognised and celebrated. Every week, one student from each year group is awarded the much sought after GEMS 'Jewel of Kindness', which is publicly announced on the school's Tannoy system. The school values are at the heart of school life, and the achievements and talents of students are celebrated and valued.

Students are knowledgeable about a wide range of cultures and can recognise and describe similarities and differences between their own culture and those of their peers. Students talk proudly about how their friends are from all over the world and everyone is welcome, no one is excluded. The school celebrates a wide range of festivals including Christmas, Chinese New Year, Eid, Diwali, International Day and UAE National Day, among others. Students are keen to learn about other cultures and during conceptual learning explore and research extensively. This was evident in the year 4 performance related to their project on Malawi, where children demonstrated their learning through a colourful and polished performance of music from the region. Diversity, equity and inclusion are fully embraced.

Students are aware of the privileged place they have within a global society and are aware of the suffering of others, for example, students organised a fund-raising event following the heavy rains and flooding in Pakistan. Parents comment on how the school community comes together to support those less fortunate than themselves, for example, money was collected following recent earthquakes in Syria and Turkey and parents are currently working in partnership with students to collect resources to make Ramadan gift boxes for support staff. The school has strong ties with the Red Crescent Society and contributes towards a range of charitable and community service initiatives during the year. As a result, children from a young age are learn to become responsible citizens.

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

The provision for welfare, health and safety meets the standard for BSO; policies, procedure and practice are outstanding.

Child protection and safeguarding, safety, health and well-being, are at the heart of the school. All staff complete annual safeguarding and child protection training, and safeguarding team members have received Level 3 training. Information is shared with parents about the school's safeguarding policy. Incidents and concerns are logged on 'Guard', GEMS own digital reporting platform. The safeguarding team meet every month to discuss ongoing concerns, or more frequently when required. The work of the safeguarding team is supported by the Head of Belonging and wider well-being leadership team. As a result of this comprehensive support high levels of care are provided for all students.

The school has an appropriate range of health and safety policies and practices in place, fully meeting the requirements for BSO. A behaviour policy, supported by a rewards and sanctions policy, sets out clear behaviour expectations. Students report that bullying rarely happens in school. Potential online and cyber dangers are discussed and addressed through lessons, well-being sessions and assemblies.

Promoting healthy lifestyles and equipping children with the tools to enable them to make healthy choices is an ongoing commitment. Parents are engaged in this through relevant workshops and discussion. Every year, students participate in Sheikh Mohammed Bin Rashid Al Maktoum's 30x30 Fitness Challenge initiative.

Clear systems are in place for reporting hazards and maintenance issues. The building, including the fire safety equipment, CCTV, alarms, and emergency lighting are all compliant with local regulations. Monthly health and safety committee meetings ensure ongoing monitoring of the premises. Buildings and equipment are maintained to a very high standard and audited annually by GEMS central health and safety staff. Fire drills take place termly, including an annual drill led by the Civil Defence; lockdown procedures are practised annually.

The school clinic is well-equipped, accessible to all students and staffed with two full-time nurses and a doctor. All incidents are recorded on the online GEMS Phoenix system. Individual health records are kept, where detailed notes are kept on existing conditions and any medications logged. All staff are made aware of relevant health conditions.

Risk assessment policies are in place for on-site activities and external visits. Site security is being enhanced with a 24/7 security team operating to always keep the site secure. The school's 'No Child Alone' policy ensures excellent supervision of students at all times. Arrangements for the start and end of the school day are well-ordered and strictly supervised by the security team and school leaders. Routines related to bus transportation are stringent.



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

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

GEMS corporate governance ensures the school is well-resourced and provides clear strategic direction for major developments. The governing board and parent teacher association enable the school's leaders to view the school from different perspectives, helping to inform decision making.

Staff turnover levels are low and staff report feeling professionally challenged and supported, which inspires them to give of their best. Thorough recruitment procedures ensure that teachers are qualified and fit to teach the age group and subject areas for which they are employed. Background checks are rigorous and fully comply with the standards for BSO, reflecting best practice. All staff involved in the recruitment of new staff have received safer recruitment training.

The head of human resources maintains a single central register of all staff working in the school and those who have left. Hard copies of all documentation are kept in well-ordered files. The school receives confirmation for outsourced workers that similar background checks have been conducted. The single central register was made available to the inspection team.

Most teachers are UK trained or have relevant UK experience. Teachers have clear job descriptions outlining their role. An induction programme, including an informal buddy system, effectively prepares newly appointed teachers for their role. Follow up lesson observations are conducted to ensure high quality lesson delivery.

The LENS provides a 360-degree view of learning and teaching across the school, complemented by a professional development programme that allows leaders to provide support and direction to individual teachers as needed. A comprehensive programme of professional development meets whole school and individual training needs.

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

Premise and accommodation of the school are outstanding.

The school building is organized to ensure a logical flow around the school. The learning facilities provided for EYFS, KS1 and KS2 students are age appropriate. Space is well-utilised to enhance learning and teaching, for example, break-out groups work at tables in the spacious corridors outside their classrooms. Dedicated facilities for music, art, science, STEAM and sports support a wide range of curricular and extra-curricular opportunities. Wall displays are outstanding and help to create a vibrant learning environment. Shared spaces celebrate the British nature of the school, as well as the Emirati and multicultural nature of the community.

All areas of the school are well maintained, hygienic and meet health and safety standards. Close attention is paid to external and internal security with robust health and safety monitoring. All compliance certificates for the school's major utilities and services are in place, in line with local regulations. The temperature of the building is suitable in all spaces, and the acoustics and soundproofing of each room are effective. Classrooms are well-lit and resourced with interactive whiteboards, as well as concrete materials to support learning.

The school building is accessible to those with mobility issues, with one lift between the ground and first floor, stair lifts and wide doorways throughout. Separate toilet facilities for adults and students are found throughout the building, equipped with adequate supplies of cold and warm water, as are changing rooms where appropriate. Drinking water is available at many points around the school site. The medical clinic is well-equipped for the examination and treatment of students, with a private treatment and isolation room.

Excellent facilities for the promotion of health and fitness are used for physical education (PE) as well as ASAs, both indoor and outside. These include areas for gymnastics, basketball, volleyball, football, and swimming. There are also extensive and well-appointed play areas around the school which provide stimulating areas for students to explore and relax in, including a trim trail, sensory garden and reflection area. The outdoor area provides a natural area for students to enjoy being closer to nature. A number of shaded areas have been carefully designed for students who prefer to rest and relax outside during breaks and lunchtime.

The concept of sustainability is promoted by the Eco-warriors, as evidenced by the implementation of various measures, including the installation of solar panels on the shades on the car park and the use of solar-powered mosquito catchers in outdoor play areas.

## 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; it is excellent.

JPS embraces parents as partners in their child's education and values the significant role parents play in motivating their child to achieve their best learning, both in school and at home. The provision of information provided by the school to parents, prospective parents and the wider community is outstanding. A dedicated Parent Relation Executive is responsible for the induction of new parents into the school community and is always available to meet with parents. The school operates an open-doors policy; the principal and senior leadership team (SLT) are visible at the start and end of every school day and parents can easily speak to class teachers when they collect their child. Parents commented that the whole school team always makes time to talk to them and shows a genuine interest in their children and family.

Parents are kept well informed about school matters and their child's learning. At the start of the school year, individual meetings are held to discuss any specific needs that a child may have. Parents receive a termly report about their child's attainment and progress, followed up with parent teacher consultation meetings. Parents are regularly invited into school for a variety of occasions such as parental workshops, book looks and coffee mornings with the leadership team. The views and opinions of the parents are sought, listened to and responded to, either through informal conversations or regular bi-annual surveys. For example, when a group of parents asked for guidance about how to support their children's reading at home, the school arranged for a literacy consultant to run a parent's reading workshop.

An active parent teacher association (PTA) meets regularly with school leaders to share their views on school developments, including matters related to the curriculum. These two-way discussions help to keep leaders informed of any parental concerns, and ensure that the wider parent body is kept up to date with accurate school information.

The school's comprehensive website includes key contact information including the leadership team, teachers, administration staff and governors. The school address, phone numbers and details are on the website. Links to key policies are easily found. Parents can email teachers directly or contact them via *Seesaw*. Parents receive regular updates about what their child is learning in class through *Seesaw*. The principal sends out a weekly newsletter which has a key theme covering such things as wellbeing, learning skills and attributes as well as celebrating the weekly activities within the school. Class teachers email weekly 'Review-Previews' to parents with an update of the learning taking place and any information about upcoming events. Each class has a WhatsApp group which is managed by parent representatives, and key communication and reminders are posted here. The GEMS Connect app is used effectively to share latest messages and alerts to parents in addition to communicating events and adding resources. The school is very active on social media to engage parents, prospective parents and the wider community.

## 11. Standard 7

### The school's procedure for handling complaints

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

The procedures for handling complaints are set out in a clear and comprehensive parental complaints policy which is readily available for parents on the school website.

In the first instance, parents are directed to raise any concerns with the class teacher. Any complaints raised are responded to within 24 hours. The aim is to resolve all complaints informally and speedily. However, should this not be possible, the policy sets out a clear process for complaints escalation; in practice this is rarely needed. There is an emphasis on fairness, neutrality, and a consistent approach to the handling of any complaint which might arise.

The parental complaints policy sets out guidance for parents as well as staff dealing with a complaint in the first instance, with a detailed and clear step-by-step process. The policy explains the roles and responsibilities of the principal and leadership team in the complaints handling process. Should it not be possible to resolve a complaint by speaking directly with school staff, including the principal, then it would be escalated to the GEMS Schools Support Centre. All complaints to date have been handled effectively with a satisfactory resolution.

The policy is reviewed regularly by the senior leadership team.

All complaints and meetings relating to the complaints are recorded and monitored on the school's PULSE system.

## 12. Standard 8 Leadership and management of the school

The leadership and management of the school are outstanding. The inspirational leadership provided by the principal over the last seven years has guided the school to evolve and develop continually, always striving to improve. The school's motto 'Rewrite the stars' encapsulates this belief. Leadership teams work in unison, showing high levels of engagement, creativity and commitment to excellence.

High standards are set for all stakeholders. There is a genuine belief that all students can succeed and go beyond their perceived potential, if they are given the correct support and their individual talents are recognised and celebrated. This vision cascades down through the school, and positively impacts on the students' self-belief and consequent success.

School leaders have an excellent understanding of the school's strengths and carefully identify areas for growth. Development plans are focused, correctly targeted and ambitious. A range of professional learning groups (PLGs), comprising a school leader and other interested staff, spearhead developments in specific areas. Strategies for improvement are carefully trialled and their impact analysed, before they are rolled out across the school.

There is a strong focus on developing leadership and succession planning within the school. As well as championing school developments, PLGs also provide an opportunity for less experienced staff to take responsibility for aspects of school development and build leadership skills. The SLT is complemented by a team of middle leaders, comprising heads of years and subjects, as well as an extended leadership team, which evolves and changes according to school development needs. Leaders and potential future leaders are supported with leadership training and other relevant professional development opportunities; a number of staff are currently working towards awards from the NPQ suite of trainings.

A strong focus on staff-wellbeing and the sense of community results in high levels of staff retention, staff satisfaction and commitment to the school. One member of staff commented, "It is the magic of the community that keeps us and the families here". Morale is high across the school. Staff feel valued and appreciated, by both school leaders and their peers, examples of this are the JPS fish broaches, 'You've been mugged' and staff member of the month schemes.

The local advisory board, made up of parents and education professionals, acts as a critical friend to school leadership. The guidance and financial oversight provided by GEMS corporate staff complements the work of the leadership team, resulting in a unified direction of growth and development.

The school runs smoothly with effective procedures in place. Budgets are well managed, and careful prioritising ensures all areas of the school are well resourced.