



**British School
Overseas**
Inspected by Penta International

Inspection report

**Jerudong International
School**

Brunei

Date 21st – 23rd January 2019

Inspection 20190121

21st – 23rd January 2019

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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 students; 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 students and their 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, over 89 part or full lesson observations took place, as well as a series of learning walks. Students' workbooks and the virtual learning environment (VLE) were scrutinised. School documentation and policies were analysed and data reviewed. Interviews and discussions were held with the senior staff, the management team, and a range of teachers, parents and groups of students. The inspection team were in school for three days. The lead inspector was John Cranfield. The team members were Marion Boyd, Matthew Ford, Abigail Fishbourne, Ciprian Ghisa and Emma Bowie.

2. Compliance with regulatory requirements

The Jerudong International School (JIS) meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

Jerudong International School is outstanding in all aspects. The quality of teaching is outstanding. Students make good progress as they move through the school. IGCSE and 'A' level results exceed UK national expectations, IB results exceed world expectations. Personal development is of a high order. Students feel secure and valued within the friendly mutually trustful learning environment that prevails throughout the school. Students are well supported by outstanding pastoral care and robust welfare, health and safety policies and procedures. The students, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a wide range of extra-curricular activities. Provision for boarding is outstanding. The school fulfils its vision of 'achieving excellence'.

3.1 What the school does well

There are many strengths at the school, including the following:

- 1) The governance role fulfilled by the Board is of a high quality.
- 2) The principal is outstanding, providing clear guidance and direction for the school. The vision is effectively shared and focused on the continued drive to raise standards. He is well supported by a passionate, dedicated and knowledgeable leadership team.
- 3) Middle leaders are cohesive and committed to improving the quality of teaching and learning and raising student attainment.
- 4) Overall, teaching across the school is strong.
- 5) The high quality of the data that is available to assist teachers in the planning and delivery of their lessons.
- 6) External examination results are high, exceeding UK and world expectations.
- 7) The commitment of all staff, including administrative and ancillary staff, to the well-being of all students.
- 8) Relationships between teachers and students and students and their peers are outstanding and ensure that they feel happy and secure in their learning.

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- 9) The school nurtures responsible students and is highly successful in meeting their social and personal needs and embracing cultural diversity. They display a high level of self-awareness and self-confidence.
- 10) The warmth and welcome afforded to all visitors is second to none.
- 11) Students are appreciative of the range of opportunities available and value their experiences. They feel privileged.
- 12) Links with parents and the community are outstanding.
- 13) The provision for boarding is outstanding.
- 14) Accommodation and resourcing are exceptional. The dedication of the operations teams ensures that teachers, students and the wider community can enjoy the school at its best.

3.2 Points for improvement

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

- a. Ensure through a combination of rigorous monitoring and targeted support, that all teaching meets the school's high expectations.
- b. Ensure formative assessment strategies are embedded in everyday classroom practice, in order to demonstrate progress and inform planning and teaching.

4. The context of the school

Full name of School	Jerudong International School		
Address	Jerudong International School Jalan Universiti Bandar Seri Begawan BE2119 Brunei Darussalam		
Telephone Number/s	+673 241 1000		
Fax Number	+673 241 1010		
Website Address	www.jis.edu.bn		
Key Email Address/s	Principal: barnaby.sandow@jis.edu.bn Assistant Principal: nicholas.sheehan@jis.edu.bn		
Headteacher/Principal	Barnaby Sandow		
Chair of Board of Governors/Proprietor	Yang Berhormat Dato Seri Setia Dr Awg Hj Mohd Amin Liew bin Abdullah		
Age Range	2-19 years		
Number of Pupils	Total 1625	Boys 804	Girls 821
Pupil Numbers by Age	0-2 Years 22	3-5 Years 148	6-11 Years 454
	12-16 Years 752	17-18 Years 236	18+ Years 13
Total Number of Part-Time Pupils	0		

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Jerudong International School (JIS), offers a British style education in a Bruneian context. The school is an international, co-educational school for students from the ages of 3 to 18 with a significant boarding element. There are presently 1,625 students in the school, 804 boys and 821 girls. The students have varied linguistic and cultural backgrounds. Brunei is an Islamic monarchy with a long history linking it to the UK. The legal system and the majority of professional services are based on UK models. Muslim Bruneian students have to learn *Ugama* which is a form of Islamic Studies, every day, by law. JIS has met this challenge by creating an *Ugama* school on site: this means the students can go straight from lessons at the end of the day, to fulfil this obligation. Bruneian students also have to study *Bahasa Melayu* from Year 1 until they take the O-level in Year 11. This is a necessary qualification to do well in Bruneian society. Timetabling solutions are imaginative throughout the school, to enable Bruneian students access to the extended time that they need for the study of Malay as a first language. During the timetabled periods in Year 7 and 8, for example, when Bruneian students are studying their own language, non-Bruneians study one Asian and one European language.

Many Bruneian schools and businesses work on a split weekend, with Friday and Sunday as non-working days. Friday prayers are enshrined in law, all enterprises must close between midday and 2 pm on that day. At JIS, students go home at 11.45am on a Friday; for the boarders, this means a longer weekend with their parents. JIS staff spend every Friday afternoon on a defined programme of meetings and professional development courses that aim at driving the school forward.

There are key entrance points of large numbers of students with very different educational experiences. For example, the large numbers of Bruneian students entering in Year 7 require time to cement their first language while studying all other subjects through the medium of English. Similarly, in the current Year 12, a large number of students were new to the school this year.

4.1 British nature of the school

Jerudong International School has offered a British style education to students for over 22 years. The vast majority of teachers delivering the English National Curriculum are UK trained. The school looks to the UK government to lead in educational matters, adapting the curriculum accordingly. Every student is expected to say 'good morning' on the front gate as they enter the school.

The leadership structure of the school is recognisably British with a principal, head teachers, deputy head teachers and heads of faculties. Moreover, assessment, teachers' planning, classroom management and displays contribute to the strong British feel of the school.

The primary curriculum is based on the English National Curriculum 2014 and the Early Years Foundation Stage (EYFS) curriculum. The Secondary School curriculum follows the English National Curriculum leading to UK external examinations. Assessments in Early Years, Primary and Secondary school are based on national standards from the UK. The school undertakes a process of target setting and follow up review meetings with its teaching staff.

All information about the work of the school is communicated to families and pupils in English as are all school publications, reports, letters and the school's website. Texts, materials, educational equipment and software are mainly UK sourced. The school uniform, school council, head boy and girl, house captains and school prefects all contribute to giving the school a strong British feel. JIS offers a rich variety of activities and events that celebrates British heritage and culture. These events include: The Duke of Edinburgh Award and Remembrance Sunday. In addition, students are involved in musical productions such as 'The Sound of Music' and plays such as 'The 39 Steps'. Book Week is an annual event where British authors are invited to present their books.

The school has developed close links with the armed forces and a local British Forces school. Recent visitors to the school include the Duke and Duchess of Wessex and the British High Commissioner and his deputy. A focus group of interviewed parents believe that the school is excellent, commenting on how happy and confident their children are and 'love' coming to school. The importance of extra-curricular provision including a wide range of clubs and school trips are in line with best British practice. In January 2018 the school was recognised by the British International Awards for 'outstanding strategic initiative' in the Outdoor Discovery Centre. JIS belongs to many school groups: the Council of British International Schools (COBIS), the Federation of British International Schools in Asia (FOBISIA) and the Headmasters' and Headmistresses' Conference (HMC), The Boarding Schools' Association (BSA). The most popular university destination for JIS graduates is the UK, some 60%.

5. Standard 1

The quality of education provided by the school

The quality of education provided is outstanding. The school fully meets the standards for BSO.

5.1 Curriculum

The curriculum provision at JIS is outstanding. The National Curriculum of England provides the framework for teaching and learning and is reflective of both the local Bruneian context and the distinctly international nature of the school. The principal continues to work closely with the Head of the on-site *Ugama* school to ensure that the school's curriculum complies with the national regulations. The main language of instruction is English and this is evident in all areas of the school. The curriculum on offer upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. JIS provides its students with extensive opportunities to learn and make progress, and this represents excellent preparation for entering the British education system at an appropriate level.

The school has a written curriculum policy which is supported by appropriate schemes of work and plans. These documents are easily accessible to teaching colleagues. The policy is implemented effectively, with the aim of ensuring high expectations are made for the progress of all students. The curriculum is rich and varied, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The policy includes provision for students for whom English is an additional language, those with special educational needs (SEN) and the more able.

JIS provides full-time supervised education for all age groups of students including those under the age of 5 and over 16. The curriculum provides students with a wide range of opportunities in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of learning.

The youngest students follow the Early Years Foundation Stage (EYFS) curriculum working towards the Early Learning Goals. The programme of activities on offer is highly appropriate to their educational needs in all areas, including personal, social, emotional and physical development and communication and language skills. There is a strong and appropriate focus on English language acquisition. Detailed planning and high-quality support from teaching assistants in EYFS ensures that students, with a wide range of learning needs, can fully access the curriculum, including child-initiated play and outdoor learning experiences. There is a clear commitment to ensuring that practitioners remain up to date with developments in EYFS practice, for instance evaluating the work of Alistair Bryce-Clegg and Julie Fisher.

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The curriculum on offer at Key Stages 1, 2 and 3 is appropriate and varied based on the National Curriculum of the UK. Delivery is supported by the use of specialist teachers that allow for a breadth of subjects to be offered. A Middle Years portfolio has been introduced to support and enhance students overall progress and to encourage reflection.

At Key Stage 4, JIS has adopted the 9 to 1 grading system for (I)GCSE qualifications as in the UK. The current Year 11 are the first cohort to take external examinations using this grading system. All Key Stage 4 students study the core subjects of English, mathematics, science and a foreign language supplemented by a wide range of subject options. Students are counselled carefully throughout the options process to ensure their choices match their intended Post-16 pathways.

Post 16 students are offered a range of AS and A level qualifications as well as access to the IB Diploma programme. In addition to studying at least 3 A level subjects, students have the opportunity to study an additional 3 elements from the JIS Diploma Programme.

The curriculum is supported by a wide variety of enrichment opportunities that include co-curricular activities, leadership provision, house initiatives, external partnerships and service opportunities. The commitment of JIS to further enhancing what is already an outstanding area of the school is highly commendable and is reflected in the appointment of a dedicated Director of Enrichment.

Planning and delivery of personal, social, health and economic education reflects the school's aims and ethos; they are appropriate to the ages and needs of students throughout the school and encourages respect for human differences. The school works hard to ensure students study in an environment free from prejudice underpinned by a strong moral code.

Provision for careers and higher education guidance is a particular strength. From Year 9, students benefit from high quality specialist advice. This enables them to make informed decisions about a broad range of career options encouraging them to fulfil their potential. Specialist mentors are assigned to support students wishing to enter a particular field, pursue competitive admissions or explore further study opportunities. A thorough programme of university fairs, careers evening and other events ensure that students are fully aware of the plethora of options open to them and are well supported in exploring these.

All students are provided with a range of opportunities to learn and make progress. Rich curriculum experiences help prepare them for the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the

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UK. Students are able to enter or re-enter the UK educational system at an appropriate level without disadvantage.

5.2 Teaching and assessment

Overall, the quality of teaching and assessment is outstanding.

Teaching enables students to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. High quality teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Teachers show a good understanding of the aptitudes, cultural background, the needs of learners who have English as an additional language (EAL) and the prior attainments of their students. They ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers demonstrate good knowledge and understanding of the subject matter.

The quality of teaching and learning in Early Years Foundation Stage is outstanding because of the detailed understanding that all teachers and support staff have about each student. This understanding is underpinned by a culture of high-quality care and respect that enables every student to flourish and grow. In the best EYFS lessons, teachers and teaching assistants extend student's learning with dynamic "in the moment" lesson planning. In these lessons, immediate progress can be seen.

Good or better teaching continues throughout the primary school. Careful consideration is given to the placement of teachers to ensure that specialist Early Years and Key Stage 1 teachers are working with the youngest students. Teaching is particularly effective in enabling students to improve their communication and language skills. Themes are well planned, incorporating a wide range of opportunities that enable students to express themselves verbally and through writing.

Throughout the secondary school, a large majority of lessons are good or better. In a particularly effective drama lesson, clearly differentiated learning activities ensured all students made good or better progress. Clear learning objectives were observed in nearly all lessons. In the best lessons these are discussed and revisited either during or at the end of the lesson or both to give students and teachers a clear understanding of the extent to which learning outcomes have been mastered. In addition, highly effective modelling and scaffolding ensures that new knowledge is clearly understood and applied. The application of effective questioning techniques in these lessons gives students confidence and signposts their future learning. Although extension activities are frequently provided for the most able, the level of challenge is not consistent across all subjects. In less effective lessons it was apparent at the start of the lesson that some students already knew and understood the material to be taught. Nevertheless, they were asked to repeat the work.

The exemplary behaviour of the students ensured this did not cause a problem. Across Key Stage 5 teachers make effective use of the smaller class sizes to provide high quality

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1:1 coaching at appropriate times during the lesson. Students work highly effectively both independently and collaboratively, maximising learning time. Classroom resources are of a high quality, sufficient in quantity and used effectively. The behaviour management strategies in place throughout the school ensure that nearly all students remain on task and focused during the lessons ensuring they are able to make significant progress in their learning. EAL has been an area of focus for the school, and in most lessons, keywords were given prominence. In the best cases, there was specific discussion of language, such as the difference between “of” and “off” in the context of a Key Stage 3 mathematics lessons.

The school has a framework in place to assess student performance regularly and thoroughly. On-going formative assessment is used to assess students’ levels of understanding through a mixture of questioning, observations, peer and self-assessment, marking and feedback. Student work is celebrated around the school, through high quality displays.

The youngest students are assessed against the Early Learning Goals. Assessment is recorded using Tapestry. Opportunities for learning are captured in next steps planning. This planning is stored centrally and available for the year group team. Across the junior school regular formal student progress meetings track performance, signalling the need for intervention strategies where appropriate. In addition, a range of GL assessments PTE, PTM and CAT4 tests provide further assessment data which is evaluated against UK expectations. In the senior school half termly assessment points provide data which is analysed by pastoral staff. They play a key role in the academic mentoring of students, ensuring support is available if required. Throughout Key Stages 4 and 5, ongoing assessments are linked to external examination criteria.

Teaching does not undermine fundamental British values. There is a respect for individual human differences.

5.3 Standards achieved by pupils

JIS is a high achieving school with impressive student performance. Most students make good progress, achieving high levels of attainment in external examinations.

Through high-quality teaching, care and support, students make a flying start when they join the Early Years Foundation Stage (EYFS). All students achieved early learning goals (ELG) of at least emerging, and exceeded the UK in 7 areas. At the end of the Foundation Stage, standards are broadly comparable to UK national averages. Progress over time is good or better.

Across the junior school, the percentage of students achieving an above average SAS in English was higher than the UK in all year groups. Years 1 and 6 scored particularly highly. Years 4, 5 and 6 had a higher percentage of students achieving a standard age score (SAS) of above 97 compared with 2015/16. All year groups except Year 5 had over 75 % of students make at least expected progress with the greatest amount of progress in Years 3 and 6. The percentage of students achieving at or above average SAS was higher than the UK in mathematics all year groups. Years 3, 4, 5 and 6 had a higher percentage of students achieving an SAS of above 97 compared with 2015/16. All year groups except Year 5 had over 75 % of students make at least expected progress.

By the end of Key Stage 3, 95.1% of students are making expected or above progress in mathematics compared to 75% in the UK. This is a school increase from 92% in the previous year. Whilst more able students made excellent progress compared to cohort averages, the school has identified the progress of certain ethnic/gender groups of students as an area of focus. Students make good progress in reading. Whilst students reading age in Year 7 is broadly comparable to New Group Reading Test (NGRT) expectations, by the end of Year 8, progress exceeds NGRT expectations. EAL and special educational needs (SEN) students make on average two years expected progress in one school year.

External examination results at the end of Key Stage 4 exceed UK national expectations. In 2018 58.91% of all IGCSE grades were A*/A compared to the UK figure of 44%. 93.46 % grades were A*-C. The percentage of A*/A grades has increased from 49.8% in 2015. Historical value-added analysis using CAT4 data shows that over the last 3 years, JIS continues to add value for all students, 0.311 to 0.63. Whilst A Level A*-C grades have been in line with UK expectations the 2017 results were below the previous year's results particularly at the top end. The school identified a change to linear examinations, new specifications and limited revision materials as contributory factors: the results duly improved in 2018.

IB results exceeded the previous years with the majority of grades at the highest levels. 94% of students exceeded the IB world average score. The cohort achieved an average score of 37/45, 7 points higher than the world average. 25% of grades were at Level 7,

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with 64% at Level 6 or 7. In the 2018 examinations JIS students exceeded the world average in every subject. All but one subject showed a positive value added. In some subjects, students achieved an average of 1.5 to 2 grades above predictions.

The school is highly successful in helping students to develop their personal skills and qualities. Students are thoughtful and well behaved. Students are highly motivated learners. By the time they leave school, they have the personal and social skills needed to move successfully to the next stage of their lives.

6. Standard 2

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural (SMSC) education of the students at JIS is outstanding and is a key strength of the school.

Students develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, planned PSHE programme, extra-curricular activities, and the formal and informal curriculum as they move through the school. Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. The school enables students to develop their self-confidence, self-esteem and self-knowledge effectively. There is a rich and diverse range of curricular and co-curricular opportunities. Events such as lunchtime lectures, debates and talent shows further develop these skills.

Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong. The school fosters and enhances a feeling of togetherness and “family”. During the visit not one instance of inappropriate behaviour was observed.

Students are encouraged to contribute to the local and wider community. There is well developed programme of community service and social responsibility with links to a local special education needs school and also the Cambodia and Borneo projects. The school is working towards the Eco Green flag. Students take part in beach clean ups, tree planting and recycling projects.

Currently there are 54 nationalities present in the school: the whole school *International Day* allows students to celebrate differences and build appreciation, respect and tolerance for those with different faiths and beliefs. During the visit students clearly demonstrated tolerance and respect for each other. Focus groups of students identified the cultural diversity and tolerance that permeates the school as significant strengths.

The ethos across the school is calm, caring and respectful. School councils and the house system provide opportunities for leadership. Students have initiated developments such as Polio Points and Peace Week. Students plan and deliver assemblies in addition to planning whole school events. The boarding houses provide additional opportunities for students to exercise leadership roles.

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school precludes the promotion of partisan political views in the teaching of any subject. Where applicable, students are offered a balanced perspective. As they progress through the school, students’ rich curriculum and co-curricular experiences ensure that they broaden and

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deepen their understanding of the responsibilities of citizenship not only in Brunei but in the UK and globally.

7. Standard 3

The welfare, health and safety of the pupils

The arrangements ensured by the school for the welfare, health and safety of the students are outstanding.

Effective policies and procedures are in place to promote the welfare of all students in the school. The school has up-to-date policies for health and safety, safeguarding, child protection, behaviour, anti-bullying, first aid and risk assessment. Written risk assessments for educational visits cover both the needs of the students and any hazards at the venue or during the journey. Staff are actively involved in the risk assessment process when planning and accompanying the visit. Safeguarding is a high priority and effective systems are in place which are clearly communicated to everyone including visitors and parents. All new staff undertake child protection training. In the Junior School there is a weekly briefing notice with 'it is probably nothing but ...' link enabling teachers to highlight issues that are not serious to warrant a Child Protection Report. The school's PSHE programme covers a wide range of personal safety and well-being topics which include internet safety, health, relationships and personal hygiene. All design and technology classrooms have first aid facilities and basic fire-fighting equipment. The swimming pools are supervised whenever in use by students. Staff are not permitted to swim alone. 10 staff are qualified lifeguards.

A comprehensive policy is in place for promoting good behaviour among students and setting out the sanctions for misbehaviour. The school merit system is based on 'Polio Points'. The Polio points project is led by students and specifically outlines the learning behaviours that the school wants to encourage and reward. Points are eventually converted into money to help eradicate polio. Housemasters and tutors closely monitor the behaviour of their students and discuss ways of improving. Each student can access their behaviour profile on their personal Firefly page. The behaviour of students in lessons as well as during breaks is exemplary. Their respect for the teachers, for each other and for the school environment is clearly evident.

An effective anti-bullying policy is in place which is shared with all stakeholders. Students are aware of the support available. Focus groups of students were unable to recollect a single incidence of bullying. Indeed, they were surprised the question was even asked. The school has stringent fire standards and procedures in place. A comprehensive fire alarm system has been recently installed. Fire drills are part of the school's termly routine, including the boarding houses. Evacuation procedures are displayed in all classroom and offices. The school liaises with regularly with the local fire service. They visit the site and in addition provide training.

The medical support for students is excellent. The school has three full-time qualified nurses. They provide first aid and emergency aid when this is required. The medical centre is centrally located on the campus. It is spacious, welcoming and very well resourced. Detailed records

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are kept on the medical needs of individual students. The nurses work closely with the school counsellors, the dietitian, the form tutors, the matrons and house parents in the boarding houses. The vast majority of the staff received first aid training. The medical centre cooperates also with the local Ministry of Health regarding immunisation and sanitary issues.

The two full-time school counsellors offer psychological support for the students and staff members. A third part-time counsellor has recently joined the team. They are also actively involved in the induction of the new students and offer support for students in the boarding houses.

Effective arrangements are in place to safeguard and promote the welfare of boarders while they are accommodated at the school, exceeding Minimum Standards for Boarding. Each house has a house master or mistress with a deputy, one of whom is on duty each evening. They are supported by a team of tutors who have similar responsibilities to tutors in the day house but also undertake one evening duty during the week. Each house has a full-time matron who is also a qualified nurse.

The medical staff and the counsellors actively promote and support student healthy life-style choices and appropriate relationships. They organise workshops and presentations during school assemblies and PSHE lessons. In addition, healthy lifestyles are encouraged through appropriate opportunities and structured teaching. There are many opportunities for active play and sports at break times and after school clubs. The school's catering arrangements have improved significantly over recent years following a competitive tendering process. Students now benefit from more choice, better quality and healthier food.

In spite of a very large campus, the level of supervision at break and lunchtime is excellent. Teachers work with a large and effective maintenance and security team in order to ensure a safe environment for all students. At the beginning and end of the school day, school staff, as well as the security team, supervises the safe arrival and departure of students.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. The school maintains an admission and attendance register, using SIMS data management system. Whole school attendance for the year stands at 96%. Attendance is tracked and analysed. Any issues are followed up and targets set for improvement.

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

Responsibilities with regard to the safeguarding and welfare of students are clearly understood and effectively discharged. Clear procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures.

The school has to satisfy Bruneian immigration before any staff are granted visas. This entails supplying an array of evidence that assures the Bruneian government of a person's identity, medical fitness, right to work in Brunei and qualifications. This includes supplying a completed Ministry of Education application form, copies of post A level certificates and transcripts, CV, passport copy, passport photo, immigration form, labour form and medical report. In addition, references and enhanced background checks are held in each teacher's file.

Furthermore, local clearance from the Police Department of Brunei is required if any potential member of staff has been in the country for a year or more. There is no evidence that any member of staff or volunteer carries out work at school in contravention of local, overseas or British disqualification, prohibition or restriction.

The school keeps and made available to inspectors, a single comprehensive list of all staff and volunteers who currently work in the school, showing the dates when they commenced and ceased working in the school. It also keeps and made available for inspectors, records of all checks completed in respect of staff and volunteers who currently work at the school or who have worked at the school since the date of the last inspection. The school has been a leader in helping to shape national policy and forging links with the authorities.

By linking with the local British Army garrison to use their social workers, who have an appreciation of working within British Law in a different context, JIS has supported students not only in this school but in others. No teacher or assistant is allowed to start work at school until the relevant clearances are in place. All members of the board are high ranking members of Bruneian society including government ministers. They do not have day-to-day contact with pupils. However, the board take safeguarding seriously enough to have undergone background checks carried out by the Bruneian Police Force. All members of the board are Bruneian so have the right to work in Brunei.

9. *Standard 5* The premises and accommodation

The standard of the premises and accommodation is outstanding.

The school provides students with high quality safe learning environments. There are subject specific areas for all parts of the curriculum. These specialist teaching areas include :

- Acoustically designed and sound insulated drama, performance and music facilities
- Sports facilities that include; pitches, covered sports hall, AC sports halls, athletics track, teaching and a competition pool
- Resourced IT suits with technicians and cloud-based learning environments.
- Well-resourced science labs
- Art studios with space to be creative and a wide range of 2 and 3D mediums
- Terraced lecture style auditorium

All classrooms are well-resourced and the Junior School rooms are equipped with interactive whiteboards. Teachers have access to mobile devices for their lessons upon request. The school has a 'bring your own device' (BYOD) scheme for the secondary students. Google classroom is used in school and at home. Across the school, students have access to wide range of specialist teaching equipment.

All buildings meet or exceed local requirements, many are under 20 years old. A large number of facilities are only 6 years old, and are built to high specifications. The school is surrounded by a high perimeter fence. There is 24-hour security, significant CCTV coverage and security lighting across the campus. The latter ensures visitors can safely enter and leave the school premises at all times. Parent and visitor passes must be worn to gain entry. This includes car passes which must be visible. Highly effective security procedures enable the school to open areas to the public but prevent access to the wider school site. The boarding house are secured in isolation.

A wide variety of additional buildings and school environments provide enrichment activities, for example : nursery allotment, forest school, auditorium, library, outside seating and play areas. The school makes effective use of its wider environment for outside education. There are plans to further develop the Forest/Jungle School.

Gender and age segregated toilet and washroom facilities are available for students across the school. Changing facilities and showers are available for PE, swimming and drama lessons or productions. There are disabled toilet facilities. If needed, room allocation and timetable can be altered to meet the needs of disabled students.

Facilities, including acoustics, lighting, heating, air conditioning, toilets, washing facilities and flooring are all well maintained. Water and drainage systems meet local requirements and

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are tested regularly. Drinking water is good. Toilets and urinals have an adequate supply of cold water; washing facilities have an adequate supply of hot and cold water. Cold water supplies for drinking are clearly marked and the temperature of hot water at the point of use does not pose a scalding risk to users.

The school benefits from world class sporting facilities. The enormous landscaped site provides ample space for recreation and play.

The school has a dedicated well equipped and up to date medical centre staffed by 3 qualified nurses. They cater for the medical and therapy needs of students including medical examination, treatment and short-term care. There are 5 beds including quiet rooms which allow students to be separated by gender or receive privacy. The premises include washing and toilet facilities. automated external defibrillators (AED) units are placed at strategic locations around the school site. Staff are currently receiving training in their use.

The school's accommodation exceeds the minimum standards for boarding. The newly built Osprey and Eagle houses comprise spacious rooms for either 2, 3 or 4 students. Each house has a capacity for 64 boarding students. Houses are single sex. No student is more than 20 metres from a washroom. Older students are located on the top floors whilst the younger students reside on the first floor. Each floor has its own common room and kitchen area. The original blocks house 24 students in single sex accommodation. Rooms comprise 2, 3 or 4 students with *en suite* facilities. Kitchen and living spaces are also provided. Each of the 4 boarding houses has a study space for students. They are supervised by non-resident tutors in the evening. All students are provided with a bed, wardrobe, bedside table, pin board, desk and shoe cabinet. All rooms are air conditioned. Students' individual areas can be personalised during term time. In addition, there are recovery rooms, and a medical centre staffed by qualified nurses in the boarding houses.

10. Standard 6

The provision of information for parents, carers and others

The provision of information provided by the school to parents, prospective parents and its wider community is outstanding.

School and parents communicate through a variety of formal and informal ways including the school website, Firefly, emails and letters from school. Teachers and senior staff are highly visible at the start and end of the day, which encourages informal communication. Parents welcomed the family feel of the school. The school board can be contacted through the principal or principal's assistant on request. The school's motto 'Achieving Excellence' features prominently on displays as well as in relevant documents and publications as do the six school focus areas: leadership, thinking skills, integration, active engagement, participation and language.

The school's latest BSO report as well as key policies such as complaints, behaviour and admissions are available on the website, Firefly or available by request. Through Firefly, parents have access to a wealth of live information on their child. There is a dedicated admissions department who deal with all aspects of admissions. A community liaison officer works with parents and the wider community to facilitate effective and immediate communication.

Parents and prospective parents are well-informed about the school's provision for students with special educational needs and the support given to students for whom English is an additional language.

Student and teacher planners contain rules for good behaviour. These are displayed in some classes. A focus group of parents expressed considerable support for the school, referencing specifically the dedication of the staff and the openness of communication. They stated that staff are very approachable and reply to emails in a prompt and informed manner. Examination results are available on the website and on display in the admissions area. Subject course details are shared with parents. During the term teachers regularly share teaching and learning with parents.

Written reports are provided termly and run in conjunction with Parent Teacher Consultation meetings. A focus group of parents stated that they, and their children, felt fully informed about attainment levels, predicted grade, effort, behaviour and attitude to learning and attendance.

11. Standard 7

The school's procedure for handling complaints

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The complaints procedure is given to parents of new students and is available on Firefly and the school's website. Within the parent section of firefly there is also a complaints form that allows any complaint to be directed to the most relevant member of the senior leadership team, should the need arise.

There are clear timescales set for the management of complaints. The procedure allows for complaints to be made and considered initially on an informal basis – Stage 1. Should the complaint remain unresolved, there is an online form facilitating the submission of a formal written complaint – Stage 2. A member of the senior leadership team will respond within 2 working days. The principal is automatically informed. Should the complaint still remain unresolved, there is a requirement for the complainant to write to the secretary within 10 working days of a Stage 2 decision. There is provision for the establishment of a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least 3 people who have not been directly involved in the complaint. This takes place within 15 days of the receipt of the letter by the secretary – Stage 3. Board members are independent of the day to day management of the school; the panel will comprise at least one member of the board and the secretary.

The procedure allows for the complainant to be accompanied by a friend, colleague or relative. The panel's findings and recommendations (if any) will be sent in writing to the principal, and where relevant, the person against whom the complaint has been made within 5 working days of the hearing. The matter will be reported to the chairman and directors at the next available meeting. Written records of formal complaints are held in a file kept by the principal, indicating whether they were resolved by him or proceeded to a panel hearing. There have been no formal complaints since the last inspection, all concerns have effectively been dealt with informally. All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. All proceedings are kept private except where legislation demands otherwise. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

12. Standard 8 Leadership and management of the school

The leadership, management and governance of the school are outstanding.

The principal provides outstanding leadership, with a clear vision and capacity to move the school forward. He is very well supported by a highly effective and dedicated leadership team. Clear direction is reflected in the quality of education, the care for students and the determination and ambition of the school to fulfil its motto of 'achieving excellence'. An externally verified progress check in January 2018 found that the school was 'making significant and greater than expected progress against all three of the 2016 BSO recommendations. The quality of teaching continues to improve. More subject teachers are recognising the importance of their role in supporting learners for whom English is as an additional language. This now needs to be fully embedded. Whilst challenge is a component of most lessons, there is a need to further develop teacher's expertise in providing more appropriate levels of challenge for the different groups of students. The school now has a coherent framework for assessment from EYFS to Year 13. The externally verified progress check in January 2018 found that middle leadership, 'had seen the most dramatic improvement and they were much more involved in a vision that is widely understood. This had impacted teaching and learning'. Through an extensive range of middle leadership training programmes, externally verified and accredited, middle leaders are now much better equipped to support the six key aims of the school. There is a relentless focus on securing improvement.

Leaders at all levels have established and maintain an ethos commensurate with the aims and values of the school and the board. This enables students of all ages and abilities to flourish, strive to fulfil their potential, enjoy their education and develop their personal qualities to the full. The ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and students do not tolerate prejudiced behaviour.

Performance management seeks to encourage, challenge and support staff. Overall, teaching is highly effective across the school, and staff are well motivated. The senior leadership team has identified a small but significant percentage of teaching that has yet to meet the school's high expectations. Outstanding teaching needs to be firmly embedded across the school to become the new norm for all teachers.

Safeguarding is integral to the life of the school. Leaders and managers have created a culture of vigilance where students' welfare is actively promoted and they feel safe. The promotion of fundamental human values is at the heart of the school's work.

The governing body systematically hold school leaders to account for the quality of education, effective deployment of staff and use of accommodation and resources to the benefit of all students. They understand the school's data well and challenge leaders about variations in outcomes for student groups. Communication with parents is highly effective, providing them

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with the information they need about the school and their child's progress. Parents are given guidance about how to support their child to improve. The school involves parents fully in the life of the school, and it enjoys very strong support from parents.

13. Standard 9

The quality of provision for boarding

The quality of boarding provision and the care that the boarders receive at JIS is outstanding. Students of all ages stated that the provision is excellent. They speak highly of the family atmosphere that permeates the boarding houses.

A suitable statement of the school's boarding principles and practices is available to parents and staff. It is made known to boarders and works well. There is an appropriate process of induction and guidance for new boarders. Each boarder has a choice of staff to whom s/he can turn for personal guidance or for help with a personal problem. The school has identified at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers to contact in case of problems or distress. The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.

Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, and separated from other boarders; it provides separate accommodation for male and female boarders where this is necessary.

In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary. All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be "Gillick Competent" to give or withhold consent for his/her own treatment.

Boarders can contact their parents/carers and families in private and the school facilitates this where necessary. The school ensures electronic communications is not abused. Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Sleeping accommodation for boys is separate from girls. Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes. Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls. Toilet and washing facilities provide appropriate privacy for boarders. Boarding houses and other accommodation provided for boarders is appropriately

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lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.

Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm or cool as appropriate to the climate. Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish. Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public access to pupils, or to boarding accommodation while occupied by pupils.

The use of surveillance equipment or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders' privacy. The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy. The school premises, accommodation and facilities provided are maintained to a high standard ensuring the health, safety and welfare of students. The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified. The school complies with fire standards which are at least as stringent as the Regulatory Reform (Fire Safety) Order 2005. In addition, fire drills are regularly carried out in 'boarding time', at least once per term.

All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety. Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals on the premises. In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. The school is sensitive to boarders' individual needs in this respect. Any student with a permanent or temporary disability is provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

Appropriate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is appropriately stored and issued to the right boarder following laundering. Boarders are able to obtain necessary personal and stationery items while accommodated at school. Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school. Any search of boarders' personal belongings is carried out in accordance local regulations.

There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm. Boarders have access to a wide range and choice of safe recreational areas, both indoors and outdoors. There are safe

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areas at school where boarders can be alone if they wish. Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.

The school ensures that arrangements are made to safeguard and promote the welfare of students at the school. The school has and consistently implements a written policy to promote good behaviour amongst students. This policy includes measures to combat bullying, including cyberbullying, promoting positive behaviour; adhering to school rules; disciplinary sanctions; the use of reasonable force, how this will be recorded and managed; and arrangements for searching students and their possessions. The policy complies with relevant legislation and has regard to relevant guidance. It is understood by staff and students.

The school's governing body monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary. There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff. The school's leadership and management demonstrate good skills and knowledge appropriate to their role. The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met. The school's leadership and management and governance actively promote the wellbeing of students. Senior boarding staff have an adequate level of experience and/or training. Relevant records are maintained and monitored by the school and action taken as appropriate. Relevant issues are monitored, and action is taken to improve outcomes for students as appropriate.

The schools operate safe recruitment and adopts appropriate recruitment procedures. There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises. This specifies the terms of their accommodation, guidance on contact with students, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with students. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence. All persons visiting boarding accommodation are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. The school does not appoint guardians. This is the responsibility of the parents if necessary. Details are given to the school.

Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding. Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear. The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities

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involved. Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced. Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times. Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house. Boarders have an appropriate means of contacting a member of staff in each house at night. Suitable accommodation including toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding students. Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Boarders are not discriminated against, because of their cultural background, linguistic background, special educational need, or academic or sporting ability. The school is tolerant and respectful of human differences. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints. Their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith. The school has, and follows, an appropriate policy on recording and responding to complaints that is compliant with the relevant standards. The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints, regardless of whether they are upheld. Prefects are given appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

Pupils are happy and independent in following the procedures and rules of the boarding houses. The Head of Boarding has overall responsibility for the boarding provision and oversees a comprehensive induction programme for new staff. Boarding and academic provision are intrinsically interlinked, providing a cohesive experience for the students. The boarding facility comprises of four houses, two for male students and two for female students. The boarding houses are located on the school site. They are secured by the whole school security system. Two houses are located in newly built accommodation, with the other two houses located in older, smaller, discrete units. Houses are secured at night time and students cannot exit the house without an adult. Supervision at night is excellent.

Pupils in Years 7-11 are housed in shared rooms with a maximum of four students per room. Sixth Form students often share a room, sometimes at the request of the students and, at other times, due to the number of boarders. Some accommodation has *en suite* bathrooms. In the units where bathrooms are shared, there are different methods for managing this. In

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a girls' house, students are allocated a shower cubicle per two students, and students are able to leave their personal toiletries in their individual cubicles. Each house has at least one common area where televisions with satellite channels are available and facilities for communal activities. Each house has a well-equipped study area, and in most, Key Stage 3 students having an allocated computer station. Each house has its own motto and students are encouraged to add personal touches to their rooms and communal areas.

Each unit is supervised by a housemaster/mistress, a deputy housemaster/mistress. Each of the four houses has their own matron. There is good provision for sick students. Each matron deals with medical issues within their house. There is daily communication between the matrons and the school health centre, ensuring consistency of provision. There are regular meetings of the medical staff to monitor issues and identify training requirements.

Outside support for boarders is available with guidance from both matrons and the health centre. There are opportunities for pupil leadership within the houses, with the expectation that Year 13s assume a responsibility such as house captain. Roles include being responsible for logistics such as fetching snacks, being part of the food committee and maximising boarding student voice. Time is well structured in the houses; with specific study times allocated. Study time is supported by non-resident tutors and students are able to request extra academic support as required from them. The non-resident tutors debrief the relevant housemaster before leaving campus. This ensures consistent communication between the non-resident and resident staff. Teachers frequently provide additional support to boarding students in addition to their standard responsibilities.

Catering is provided by an external company all of whom possess the necessary security checks. Pupils are able to choose when they eat. Pupils have actively engaged in student voice to improve the catering provision. They keenly expressed positive opinions about the changes that have been made as a result of this. There are clear and effective policies that take full account of boarders in respect of bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards, health education and health records.

It is clear that policies are boarding-focussed. There are also appropriate procedures in place for crisis management. Relevant notices are displayed in common areas with personalised touches such as birthdays and photos. Record keeping in the house is sound and effective: there are appropriate policies and procedures for storage of personal items. Pupils are very clear about evacuation procedures and fully appreciate the need for regular fire drills.