



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **Jerudong International School (JIS)**

### **Brunei**

**Date** 24<sup>th</sup> – 26<sup>th</sup> January 2016  
**Inspection number** 20160124

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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 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 and care for students and students' 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 on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, more than 80 full- or part- lessons were observed by inspectors. A range of after-school activities were visited. School documentation and policies were analysed and data reviewed. Pupils' workbooks and the virtual learning environment (VLE) were scrutinised. Discussions were held with the governors, the leadership team, senior staff as well as a range of teachers, parents and groups of students. The inspection took place over three days.

The lead inspector was Mark Evans. The team members were Judith Pollock, Elizabeth Robinson, Ron Stalenburg and Ruth Young. Ian Power (HMC) joined the inspection as an observer.

## 2. Compliance with regulatory requirements

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

### 3. Overall effectiveness of the school

Jerudong International School (JIS) is a good school with some outstanding features. It provides a high quality of education and care, achieving excellence in many aspects of school life. The students' attitudes to learning and their behaviour are exemplary. Both the boarding provision and the co-curricular activities are significant strengths of the school, which have a notable impact on the quality of learning. Cultural and social development of the students is outstanding. The leadership and management provided by the Headteacher, the Executive Director, the Board of Directors and the Senior Academic Leadership Team (SALT) are very effective. The school has made further significant progress since the previous inspection in 2007.

Much teaching is good: some is outstanding. The standards of academic attainment are excellent.

#### 3.1 What the school does well

There are many strengths at JIS:

- The boarding and the day elements of the school are inextricably linked together, providing an exemplary support for pastoral care and academic excellence.
- The attitudes of the students are excellent: they are passionate about the school, are supportive of one another and the staff. They have a true voice in the school, in that they are listened to carefully, and their views acted upon. They have many opportunities to develop leadership skills, which they live up to very well.
- The cultural and social development of the students is outstanding.
- Many staff go well beyond contractual requirements in supporting and enthusing the students.
- The accommodation, facilities and resources at the school are excellent. They combine to support learning very effectively.
- The policies and implementation of procedures regulating the welfare, health and safety of the students are excellent: they ensure a safe, secure and inspiring environment in which to learn.

- The information provided for parents is of high quality and much appreciated: the school is an important part of the local and national community.
- Since the last inspection, the school has developed further, for example in linking more effectively agreed whole school priorities and the methods that will be employed to achieve them.

## 3.2 Points for improvement

While not required by regulations, the school should consider the following development points.

- Further improve the quality of learning and teaching by:
  - sharing the best practice of outstanding teachers in creating effective and inspiring learning opportunities
  - encouraging all teachers to recognise their role in teaching English as an Additional Language (EAL)
  - developing more effectively teachers' expertise in providing appropriate challenge in all lessons
- Ensure the effectiveness of whole school assessment, by developing a framework that supports the process from Early Years and Foundation Stage (EYFS) to Year 13
- Confirm that middle leaders are well supported in the manner in which they support the six key aims of the school

## 4. The context of the school

Full name of school/college	Jerudong International School				
Address	PO Box 1408, Bandar Seri Begawan, Negara Brunei Darussalam, BS8672				
Telephone number	+673 2 411 000				
Fax number	+673 2 411 010				
Website	<a href="http://www.jerudonginternationalschool.com">http://www.jerudonginternationalschool.com</a>				
Email address	office@jis.edu.bn				
Head	Mr Barnaby Sandow				
Chairman of Board of Governors	Dato Paduka Haji Hisham bin Hj Mohd Hanifah				
Age range	2 – 18				
Total number of pupils	1,705	Boys	881	Girls	824
Numbers by age	0-2 years	10	11-16 years	912	
	3-5 years	160	16-18 years	412	
	5-11 years	536	18+ years	88	
Number of part-time children	0				
Number of boarders	228				

There are particular challenges to providing an English curriculum in Bandar Seri Begawan.

- 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.
- Many Bruneian schools and businesses work on a split weekend, with Friday and Sunday as non-working days – as Friday prayers have recently become 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 forward school improvement.

- 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. Thus the JIS curriculum has to reflect that there is a large Bruneian influx into Year 7.
- The timetabling solutions are imaginative throughout the school, to allow 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.

The students have varied linguistic and cultural backgrounds. There are key entrance points of large numbers of students with very different educational experiences: for example at Year 6, there 4 classes, but at Year 7, there are 7 classes.

Similarly, in the current Year 12, 69 of 186 students are new to the school this year.

## 4.1 British nature of the school

The school aims to provide a British educational experience, within a Bruneian and international context. It offers the National Curriculum of England and the majority of the teachers are British. Most have been trained in the UK system. The school looks to the UK government to lead in educational matters; it adopts and/or adapts its curriculum processes accordingly.

The British nature is evident in the backgrounds of many of the staff, the very wide range of activities provided and the emphasis on a holistic ethos. Every student is expected to say “good morning” on the front gate, wearing the correct school uniform.

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 most popular university destination for JIS graduates is the UK (60%).

The curriculum is British in outlook and design:

- It follows the UK's Early Years Foundation Stage guidance, plus
- An enhanced National Curriculum in the Junior School and Key Stage 3
- It offers GCSEs and iGCSEs from British exam boards at Key Stage 4, and A-Levels from British exam boards, alongside the International Baccalaureate at Key Stage 5
- Assessments are based on standards from the UK across the whole school
- Value added performance is compared to that in UK schools
- A suite of British assessment tools is used to measure baseline data and progress made

Regular assemblies are held emphasising the school's aims. Remembrance Day is a day that is marked with reflective respect with assemblies led by the History department and the poppy is at the centre of the proceedings. There is a very extensive programme of music and drama, and the house sport and culture programme is very popular.

Other examples of explicitly British links include:

- Visits from UK authors each year for book week
- The programme of speakers from UK Universities
- Running the 'Relief Mile' with the British High Commission
- A football match held to commemorate 100 years since the 1st World War Armistice with the British High Commission
- Regular visits from the British High Commissioner and his deputy
- Strong links to British Armed Forces, specifically the Gurkha regiment and Loan Services, and the Hornbill School (a local British forces school)
- UK Quality Marks in geography and in design and technology
- In August, JIS hosted the Globe Theatre's production of Shakespeare's *Hamlet* in partnership with the British High Commission.

The pastoral house structure is modelled on the best British practice.

JIS has a large International Award programme. It has more students achieving the Gold Award, than in any other International School.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided is good: some aspects are outstanding. The school fully meets the standard for BSO.

#### 5.1 Curriculum

JIS follows the National Curriculum of England. This provides the framework for teaching taking into account the local Brunei context. The Principal has worked closely with the Head of the on-site *Ugama* school to ensure that the school's curriculum meets with the national regulations. The principal language of instruction is English and this is apparent in all areas of the school. The curriculum is therefore broadly in line with that which is used in schools within the UK. This enables students to enter the British education system at an appropriate level. The curriculum provides the opportunity for all students to learn and make progress. This is recognised and valued by students at JIS.

The curriculum policy is set out in writing and is supported by appropriate plans and schemes of work. These are available on the school shared hard drive and in the Virtual Learning Environment (VLE). The school implements this effectively and ensures that students receive a balanced curriculum that includes English, mathematics, science, humanities, IT, languages, PE, music, drama and PSHE. Areas are linked where possible to maximise learning opportunities. Specialist subjects such as languages, music, PE, D&T and IT are very well-supported. Excellent facilities, resourcing and additional teaching staff with bespoke skills all contribute to strengths in this area of the curriculum. The PSHE curriculum has recently been restructured to improve further, the wellbeing for students. Regular reviews and evaluation ensure that all learners' social and moral needs are met, in accordance with cultural requirements. An outstanding co-curricular programme ensures that almost all students are able to choose from an extensive range of additional learning opportunities. These are influenced by the students themselves and provide opportunities for student leadership. The programme is sensitively timetabled to include sessions before and after school, at lunchtimes and at weekends to ensure that boarding students as well as local students completing additional curriculum requirements, can participate.

There is full time supervision both for students of compulsory school age as well as those above 16 and below 5. The EYFS curriculum is followed by the youngest students in nursery, kindergarten (kindy) and reception. There is a strong focus on English language acquisition in the early years. This is successfully supported by an increased ratio of teaching assistants, stimulating environments, targeted provision and reflective practitioners. Students work towards obtaining the UK's Early Learning Goals at the end of the Reception year.

The Key Stage 1 and 2 coordinators of mathematics and English work closely together and are currently improving the planning process. In addition, there is a drive to raise standards of writing. Progress in mathematics and English is measured annually with the use of externally purchased assessments. This allows the school to use a standardised measurement and compare progress with the UK.

The school is planning to review the Middle Years curriculum with a view to providing more breadth in the first three years of secondary school. The humanities syllabus in Key Stage 2 has been redesigned to incorporate inquiry based learning and also to place a greater emphasis on literacy skills to support the acquisition of writing skills.

In Year 10 students study their chosen iGCSE curriculum leading on average to 10 external qualifications. As part of an ongoing process, the school is reviewing the Key Stage 4 provision in light of the assessment changes to GCSE by the UK government. In Years 12 and 13, students follow a route towards either GCE A Level or IB Diploma. Entry requirements to the Sixth Form are rigorous: students are dealt with on a case by case basis. The average number of A Levels studied is 4. The school provides a range of choice at this level, and is aware of the need for inclusivity. Measures have been taken to ensure that more practical subjects such as PE will run for students who do not choose a solely academic pathway: similarly, the introduction of the IB Certificate is being considered.

Where students have been identified as having learning difficulties, the needs are well supported through a system of learning support lessons and Individual Education plans to guide provision in class from teachers. Students where low levels of English language are identified as a barrier to learning receive intensive language intervention.

Careers and Higher Education guidance at JIS is excellent. Students benefit from high quality specialist advice to choose the most appropriate pathway. Guidance begins in Year 9 with 'Fast Tomato'; in the Upper Years it is complemented by advice from a range of sources such as university fairs and a careers counsellor.

The school has a strong link with the US Embassy to support applications to the USA. It has links with two local hospitals, where students can complete short internships.

## 5.2 Teaching and assessment

The quality of teaching and assessment is good: some lessons are outstanding, but a few are only just satisfactory.

The styles of teaching, learning and assessment equip students well with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level. Students re-entering the UK system due to their parents' role in the Gurkhas make excellent progress and achieve above national standards.

Teaching throughout the school enables students to acquire new knowledge, and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. Lesson observation data, monitoring of planning and work scrutiny demonstrate that teaching enables students to acquire new knowledge. Analysis of a range of student performance data generally shows that children make progress and achieve well.

The vast majority of lessons encourage students to apply intellectual, physical and creative efforts. They respond by showing interest in their work, and learning to think for themselves. This is particularly strong in EYFS. The 6 school aims are increasingly integrated into schemes of work, lesson planning and visible in the classroom practice. All merits given in the Senior School are given in line with these school aims. However, this is not fully established in all sections of the school.

Teachers have good subject knowledge and the vast majority demonstrate appropriate knowledge and understanding of what they are teaching. In the Junior School, careful consideration is given to the placement of teachers in the Pre-Prep to ensure that specialist early years and Key Stage 1 teachers are working with the youngest students. Subject specialists are used to teach art, computing, design and technology, drama, languages, music and science in the Junior School. In the Senior School, all subjects are taught by subject specialists. The school's recruitment processes ensure that new staff are first and foremost subject specialists: they are vetted by heads of faculty before shortlisting.

Lessons planning, use of a range of effective teaching methods and provision of suitable activities used to maximise learning are better established in the EYFS and Senior School. In the Junior School, lessons are increasingly planned imaginatively with activities that require students to apply their learning in creative ways, including linking to other areas of the curriculum, but this is still developing.

Class time is managed well throughout the school, both within lessons and across sequences of learning. This enables students to complete externally assessed courses appropriately.

Data collection from lesson observations, and subsequent collation and use to focus professional learning and intervention, is at an early stage of development. There is a great deal of data available already, and the school is considering how best to utilise it to raise standards further. Many teachers do use the information effectively to plan appropriate learning activities, but there are inconsistencies. The effectiveness of data use in the Junior School is rapidly improving but is less effective than in the Senior School.

The very best lessons across all sections of JIS were highly challenging of individual students, and placed due emphasis on independence and taking responsibility for

one's own learning. Pupils learned actively and there was appropriate differentiation to recognise individual differences.

In less good teaching, there were inconsistencies in the effectiveness of differentiation, both in terms of planning and of delivery. These lessons lacked drive and were often too pedestrian in terms of challenge and individual suitability.

The JIS assessment policy outlines the expectations placed upon teachers to ensure effective regular assessment is taking place. However, the framework in place to assess students' work regularly and thoroughly is sometimes applied inconsistently. Thus information from assessment is not always utilised to plan teaching so that students can maximise the progress they make. Development of faculty-specific marking policies in the last year in the Senior School, has led to gradually improving practice and this is being further supported this year through professional learning courses. The VLE learning platform can be utilised to release live assessment data to parents, as work is marked, but the new system is still used somewhat inconsistently.

## 5.3 Standards achieved by pupils

Overall, the standards achieved by students at JIS are good. Pupils are motivated to learn and take pride in their achievements. High expectations of students, coupled with the development of thinking skills and appropriate challenge, were evident in many lessons. The good use of facilities makes a strong contribution to students' achievements and to their friendly, positive attitudes.

There are a few areas that require development, for example progress in writing in the Junior School. The SALT are well aware of these.

Effective use of data in Early Years is in its infancy. In the best settings, staff use a framework to observe students using the 'Development Matters' statements. Next steps for students are identified, planned for within the provision and shared with teaching assistants. Understanding and use of summative data is less developed and consequently the end of Reception early learning goals data is unreliable, but the school has already put plans in place to address this. Staff are aware of the need to develop a more robust system. Baselining students' profiles on entry to each year group is planned. Analysis of end of year data is not yet sufficiently rigorous, for example there is no comparison of the students' Early Learning Goals outcomes against UK data.

In Years 1 - 6, data is collected using teacher assessment of national curriculum levels, CATS and progress tests in mathematics and English. Data has been used to identify writing as an area for improvement. Headlines are predominantly reported in terms of those children who are meeting expectations. The process of improving staff understanding and ownership of the analysis of assessment has begun. Middle leaders are involved with the need and the plans to improve and embed the impact of data across the school. Staff briefings to share data headlines and individual student progress meetings are beginning to take place.

In the Senior School, the school uses externally purchased assessments as a tool for data harvest. Pupils take the CAT 4 test every two years, producing an indicated target grade. This grade is not shared with students, but teachers set their own predicted grade based on their holistic view of the individual. There is some inconsistency in the effectiveness with which some teachers use CAT data, to inform planning and intervention. A relatively high number of new students join the school in Years 7-9, with a proportion from local schools. The school works hard to provide these students with the necessary skills to access the curriculum.

In Key Stage 3, faculties set their own assessments. Moderation takes place within individual faculties. EAL grades in Key Stage 3 are linked to the English faculty grading system, facilitating reintegration into the mainstream curriculum. This can also mean that a student has a low achievement grade partnered with a high effort grade, which builds confidence for some students. One major focus for the rest of the academic

year 2015-2016 is the development of the Key Stage 3 curriculum programme, with a focus on standardising assessment, to be undertaken by the Head of School and Academic committee.

At iGCSE level, performance is good. The A\*- C pass rate was 92.24%; this is substantially higher than the UK pass rate of 69.0%. In 2015, 50% of all grades awarded at iGCSE were A\* or A. The students significantly outperformed the prediction of 16.9% A\* and A grades from the CAT4 test, achieving 49.8%. Two students achieved 10 A\* grades and six students achieved 8 or 9 A\* grades in 2015. The 2015 results also show a decrease in the overall A\*-C pass rate when compared against data from 2012, 2013 and 2014. This is the first cohort to sit the new style iGCSE exams and the school feel that this has contributed to the drop of 4.72%. Analysis of CAT data indicates that the achievement of students with a CAT score of <100 is an area that needs to be addressed. 50% of pupils within this group achieved 5 A\*-C grades in 2015 compared with 100% in 2014 and 90% in 2015.

At A Level, 31.8% of students achieved A\* and A grades. When compared with the CAT4 predictions of 4.7% A\* and A grades, this represents particularly good value added. There were some exceptional individual performances at A Level in 2015, with three students awarded 5 A\* grades, 4 students with 4 A\* grades and 17 students with 3 A\* grades. The 2015 AS Level cohort had a significantly weaker profile from the CAT tests (9.2% <100 compared to 4% <100 in 2014) and therefore a slight decrease in the number of top grades awarded when compared with 2014 is evident. When compared with CAT predictions, students substantially exceeded these: 31.6% grade A awarded contrasted with 3.7% predicted. The school has identified the areas where less or negative value between AS and A Level is evident. Heads of Faculty, as part of the Professional Review and Development procedure, have analysed trends and identified strategies, taking into account methods trialled in the previous review cycle.

The school's IB results are excellent. Since introduction, the average score has risen by 1.4 and in 2015 was 35.4, more than five points higher than the world average. IB Maths is now 0.5 points higher than the world average. This shows progress from the 2014 results which were below the world average.

Pupils currently must achieve 5 grade Bs or higher at iGCSE for entry into the Sixth Form. The school is mindful of the need for inclusivity, approaching each request for Sixth Form entry on a case by case basis. The school is looking to introduce wider variety of curriculum choice to support the drive to raise standards and provide an alternative pathway for students less suited to academic courses.

There is a clearly defined reporting schedule for all year groups. Pupils receive an achievement grade, an organisation level and an attitude level in Key Stage 3. In Key Stage 4, students receive an achievement grade and an effort grade. There is a shared criteria for the awarding of these grades. Data analysis and intervention is

currently based on summative data. Analysis of the data of key target groups, looking at any ethnicity and gender difference, is taking place.

The summative report data that is collated and shared with the respective Heads of Upper School and Middle School is excellent. It clearly identifies student strengths and weaknesses. There is consistency in how this data is shared from leadership to middle managers: this is a recent development. Staff voice has been sought and further refinements to the manner in which data is presented have been made, such as colour coding of progress and attitudes.

The Heads of Middle and Upper School share a summary of the report data with the pastoral team of 16 House Masters and Mistresses and Heads of Faculty. They are advised of strategies that can be used with students of concern. The use of data to inform planning and intervention is variable, with some good examples. It is not yet consistent across all pastoral and faculty areas.

The school is very successful in developing well rounded, motivated students who are enthusiastic about their learning. Attendance throughout the school is very good. Pupils enjoy school and want to attend. The attendance for the academic year 2014-15 was 94.1% from EYFS to Year 13. Punctuality is good. The use of a “second bell” system provides a clear point of reference for both staff and students when moving around the sizeable campus, in timely fashion.

## 6. Standard 2

### The spiritual, moral, social and cultural development of pupils

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

The school enables students to develop their self-knowledge, self-esteem and self-confidence by providing an extensive range of curricular and co-curricular opportunities. Pupils are therefore able to try new activities and find their own interests and talents to pursue. To enhance further the ethos of inclusion and equality of opportunity which exists in JIS, the co-curricular activities take place after school, weekends and lunchtimes. The house system is also developing very positively across the school, affording the students many opportunities for leadership, responsibility and to develop a real sense of belonging within the larger environment. Competition and participation develops effectively a sense of ownership for students and encourages them to develop self-confidence and self-esteem.

Moral development is excellent. The ethos across all stages and departments in the school is calm, caring and respectful. Pupils' behaviour is exemplary in and out of classrooms and high expectations are the norm. Observations made around school showed that students know right from wrong. Any correction to behaviour is made through a gentle but clear reminder, and students respond immediately. Whilst there is a reward system in school, it is not relied upon to achieve appropriate manners and positive learning behaviours from students. There is strong mutual respect at all levels between parents, school staff and students.

Pupils report positively on the friendliness of one to another: social development is very strong. The reported level of bullying is particularly low, especially for a school of this size. There is in place both a buddy system and a house system to encourage students to support one another. It was particularly impressive to see the level of student care and attentiveness for their peers with significant support needs. There is a student council, and meetings in residences that allow student voice to be taken into account. Pupils talk very positively about how they are listened to at JIS: it is part of the ethos of the school. They also talked about the co-curricular activities as a means of students coming together, sharing interests and simply having fun.

JIS is a very inclusive environment. The level to which the students respect and accept other cultures is exemplary, they mix completely and there is no evidence of students segregating themselves by ethnicity. There are a range of celebrations in school linked to culture such as Hari Raya Aidiladha, Divali and Chinese New Year acknowledging events that take place around the world throughout the year. For Muslim students, there is prayer and learning in line with local requirements, after the formal school day. The school provides students with a broad general knowledge of the responsibilities of citizenship in Brunei, in the UK and internationally. This certainly helps students acquire an appreciation

of and respect for their own and other cultures. It further promotes tolerance and harmony between different cultural traditions.

The school successfully promotes general knowledge and understanding of modern life in the UK, including British attitudes towards tolerance, democracy, respect for freedom of expression and other human rights, within the context of the host country.

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

The school is achieving excellence in its provisions for the welfare, health and safety of their students. It has a full suite of policies covering the promotion of positive behaviour, student physical and psychological welfare, behaviour management, health and safety within the school and on transport. These are well supported by comprehensive procedures for action in a variety of situations that are well implemented along with a well-developed record keeping and management system. All policies and procedures are accessible online.

The care of students' wellbeing is clearly a strong thread through all the school's systems and procedures. The pastoral care system is highly developed with multiple layers of support, from form tutors and house masters through to boarding house matrons, counsellors and first aid staff, overseen by the Deputy Principal. Pupils report being more than comfortable with, and receiving positive outcomes from, approaching the counselling team, house matrons, form tutors and boarding house staff. Counselling staff and house matrons are particularly highly regarded by students as avenues of support. The level of bullying recorded is low for a school of this size and appropriate action is taken when it is reported. Pupils verify the almost total absence of physical conflict and that students are well supported in managing other forms of conflict between students. Professional development on cyber safety is provided for parents, students and staff. Given the mobility of students' families, counselling staff are beginning to forge links with the major expat employers to facilitate smooth transitions of students moving into and out of JIS.

Of particular note is the level of ownership and responsibility taken by students for their own behaviour, learning and wellbeing. The co-curricular program is exceptional and enjoys a high level of participation, particularly amongst boarders, where participation levels approach 100%.

There is evidence of effective planning for students with high and moderate support needs. Individual education plans are developed for all such students and are provided to all staff. Individual education plans (IEPs) contain achievable targets and are regularly reviewed by support staff. Staff cognisance of IEPs in lesson planning is evident in most lesson plans, however responses and strategies are often limited to the provision of additional time and attention rather than more detailed strategies.

Student goal-setting is an integral part of the form tutor system, with tutors setting goals with their students and reviewing them on a regular basis. Classroom teachers are expected to participate in the ongoing monitoring of this and refer to student goals in their feedback to students. The school plans to improve the structure of this system to ensure fuller implementation. Admission and attendance registers are well maintained and teachers access a daily update of all their students' attendance and cumulative attendance rates. Tracking of daily attendance is rigorous with unexplained absences and repeated lateness being followed up within the week.

Procedures for off site visits are rigorous, with appropriate processes and documentation for risk assessments, medical response, parent information, supervision and approval by appropriate levels of the management team.

A team of medical staff, including a qualified nurse, is on hand at all times, day and night to assist in managing the health and medical care of students, with appropriate and timely processes to ensure ready access to local medical facilities and contact with parents where necessary. Appropriate information is provided to staff on students requiring special attention, due to particular special needs whether for medical or other reasons.

Pupils are encouraged to choose healthy lifestyles with multiple opportunities and encouragement to participating in activities promoting fitness and a healthy lifestyle. This is supported by the PSHE curriculum. The school's catering facilities complement this approach to healthy living with students having a strong voice in the school's catering options through a fully representative food committee.

The school has a high level of security, with all entrances vigilantly controlled by capable security staff and appropriate systems controlling and monitoring student entry and egress, as well as that of visitors. Pupil movement is calm, organised, and safely managed, mostly by the students' being responsible. Staff are security conscious, and ensure students are appropriately supervised after classes. The transport provider is under a closely monitored contract with appropriate provisions for student safety and all bus monitors undergo a police check.

Given the size of the school site, it has been divided appropriately into six zones for emergency response situations. Fire and evacuation drills are conducted and reviewed regularly in each zone, as well as at night in the boarding facilities.

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

The ownership of JIS and the staff appointed are highly suitable.

The school has all appropriate policies. These make clear the steps taken before a member of the teaching or other staff joins JIS. 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.

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 work experience and 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 the children. 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.

The Board are supportive of staffing requests: the current ratio of teachers to students is high, at 195/1,708 – less than 9 students per teacher.

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

The premises and accommodation far exceed the requirements for BSO.

The school is achieving excellence in this standard. Buildings and associated utilities are modern, spacious, well maintained and fit for purpose. Many classrooms and other facilities are only four years old and have been built to high specification.

The school renews its licence on an annual basis and received a 2013 inspection from the Ministry of Health. JIS is well resourced in provisions for students' physical needs with water bubblers, male and female washrooms, spacious classrooms or specialist rooms to all buildings and elevators to multi-level buildings. Classrooms have excellent natural lighting and additional lighting as needed.

Water for the site is delivered through the national water system having been treated and filtered. Potable water supplies are checked regularly for their suitability and a record of these checks is kept. Additional on-site water storage ensures the school can continue to function for a time while immediate repairs are made should the water supply fail. The school is designed to deal with the prevailing weather conditions. Storm drains and the design of school pitches ensure that water dissipates as quickly as possible. Waste water disposal systems are functional and well maintained.

All buildings meet or exceed local design and construction requirements and are approved by local authorities. The school is surrounded by a high security fence and the four entrances have guard posts and barriers. All adults on site require a pass and staff are asked to challenge any persons on site who do not have one. There is significant CCTV coverage and security lighting across campus. Security is coordinated from the Fire and Security Control Centre which includes a bank of screens showing live feeds from the CCTV cameras.

The school has a dedicated medical centre staffed by three qualified nurses. The centre is open from 7:30am - 5:45pm. It has five beds in quiet rooms providing for privacy and gender separation. In addition to self-referral students can be referred to the medical centre by teaching staff. The Boarding Houses have recovery rooms, a medical centre and three of the matrons are also qualified nurses. Medical logs are carefully maintained to ensure continuity of treatment and transfer of information regarding boarders. First Aid training is provided for staff on a rolling basis with priority given to staff most likely to come into contact with situations where first aid would be required.

The Arts Centre is the only school facility available for use by external parties during term times. It is isolated from the rest of the school with its own direct entrance from the car park. The activities of the school take priority for use of this venue.

Modern design and construction of the buildings and thorough maintenance schedules ensure that the buildings are resistant to penetration by rain, wind, sand, dust and ground

moisture. Almost all walkways are covered to provide sun and rain protection as students travel throughout the campus.

Given the size of the school site, it has been divided into six zones for emergency response situations. Corridors and stairwells are wide and allow efficient and safe evacuation. Evacuation routes, including those for boarding houses, have been identified and communicated to all staff, students and residents. Fire (evacuation) drills are conducted and reviewed regularly in each zone as well as at night in the boarding facilities. One to one or other support is in place for students with mobility impairment.

Entry and departure of students with special needs is well orchestrated as part of the school's morning and afternoon routines. At least one member of the Leadership Team is on duty at each of the two gates into the campus. Teaching staff supervise student exit at the end of the school day. Students walking to and from the Boarding Houses have clear walkways, almost entirely covered, and zebra crossings where required. The main zebra crossing has a dedicated supervisor during these times as staff are arriving into the car park. CCTV cameras allow immediate identification of issues so that appropriate action can be taken quickly if necessary.

All teaching spaces are appropriate for the age of the students and curricula that are delivered in that space. Practical subjects have well designed and resourced specialist rooms in Junior and Senior Schools. Other facilities include numerous bookable ICT rooms, campus-wide WiFi, 2 Libraries, lecture theatres, a performing arts theatre, large assembly spaces, multiple playing fields a well-equipped gymnasium and a swimming pool. Outdoor areas are also used for teaching when appropriate. An additional sports facility is to be built, opening August 2017, which will provide considerable extra indoor space as well as another swimming pool.

Teachers are responsible for their teaching spaces and students are expected to leave classrooms and other areas as they find them. The school cleaning team is on duty seven days a week to ensure that all areas of school are maintained to a high standard of cleanliness. Cleaning logs are maintained for all toilets.

The school corridors, walkways and rooms have more than ample provision for decoration, and this is well used. Displays are based on students' current classwork and activities, major events in the school or community, significant world events, problem challenges and many other appropriate themes. Heads of Faculty are responsible for their overall teaching spaces and for reporting any required upkeep. Maintenance and site teams also perform regular checks.

Boarding facilities, including furnishings, are excellent, although not all are of the same very high standard: a few are in need of refurbishment to bring them up to the overall high standard.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is outstanding: it more than meets the BSO standard.

The school mission and aims are stated on the website along with a range of policies and procedures. Parents can also access information about their child's attendance, progress, achievements and lunch choices through the parents' portal.

Details of the Head's name, the Board Chairman's contact details (via the school), the school's address and appropriate telephone numbers are provided on the website. The non-denominational nature of the school is also clear.

As required, there are also a statement of the school's ethos and aims, particulars of the school's policy on and arrangements for admissions, discipline and exclusions, and particulars of educational and welfare provision for students with learning difficulties and/or disabilities and for students for whom English is an additional language.

Parents interviewed reported that they chose the school because of the facilities and opportunities available for their children as well as the results and subsequent university placements. They were very happy with the education provided for their children and the information about it. They felt that the school is very approachable and that the email contact they had with teachers was effective, particularly as there were swift responses to any concerns. Support for their children was felt to be excellent. For example, a parent with a child who was worrying about her confidence in mathematics, received immediate support in class and the child returned home and said "it was like magic". The Learning Support Faculty has in place procedures that ensure parents are fully informed of learning or behaviour issues and support interventions for their child.

Parents reported that they knew who to contact regardless of which stage their child was at in their school career. They felt that the class teachers and house masters knew and were genuinely interested in their child. They knew what was going on in school and welcomed the frequent emails that they received along with the information in school diaries. However, they also commented that there is no forum such as a PTA for them to discuss or put forward their own ideas for the school, other than through individual contact with a member of the management team.

The school website is comprehensive with contact details, academic results and policies for admissions available for parents and others. There are an array of photographs that showcase events, trips and activities that have happened: they give parents and prospective parents a good idea of the day-to-day happenings at the school. The school also makes it clear that it teaches the English National Curriculum with both A level and IB courses available for senior students. There are individual subject/curriculum booklets available.

Information sessions are held for parents to find out about transitions during their child's school life. The parents who were interviewed reported that they felt supported so that they and their children could make the right choices. Parent/teacher meetings occur throughout the year and full written reports (appropriately tailored for each stage) are issued twice per year for students at all stages.

The school had made strong links with the local and international community through a range of educational excursions and projects throughout all stages of the curriculum. These links are wide-ranging from local employers to overseas universities, and from beach clean ups to the Cambodia Project.

The school have confirmed that the inspection report will be available on the website.

## 11. Standard 7

### The school's procedure for handling complaints

Formal complaints are very rare indeed, but JIS has a clear policy, available to parents as required, when there are concerns.

The school encourages parents to communicate any concerns. This results in prompt action where there are issues, which aims to resolve matters quickly. Parents interviewed, appreciate this process.

The complaints procedure is given to the parents of new students and is available on both the school website and on the VLE. Within the parent section of the latter, there is a form that allows any complaint to be directed to the most relevant member of the senior leadership team. There is a different procedure available to students: this also draws attention to the parental complaints procedure, if the student wishes to use that option.

## 12. Standard 8

### The quality of provision for boarding

The quality of boarding provision and the care that the boarders receive at JIS is excellent. Pupils of all ages think that the provision is outstanding. They speak highly of the familial support that they receive. They are happy and independent in following the procedures and rules of the boarding houses. The Deputy Principal 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 ensuite bathrooms. In the units where bathrooms are shared, there are different methods for managing this. In 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 HsM 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.

### 13. Standard 9

#### Leadership and management of the school

Leadership and management at JIS are good: capacity to improve even further, is excellent. The school runs very well on a day-to-day basis, supported by teachers and administrators.

The leadership and management by the Board, Principal, SALT and others with delegated responsibilities combine to be highly effective. The Board and Principal give leadership that provides clear educational direction, reflected in the quality of education, the care of students, and the fulfilment of the school's aims and ethos. The Principal's focus on the six key school aims is beginning to have an excellent impact already: in the short time he has been in post, the school has made very good progress, from an already high baseline.

There is a positive relationship between the Executive Director, Principal, Deputy Principal, senior staff and the school's Board. The Governors are very successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children: they have a clear view for the future of the school, based on their understanding of the students and of the local and national context. They provide appropriate policies and procedures, review them suitably (on a cycle) for effectiveness. Strong financial management ensures sufficiency of resources. The financial management is robust. The school is audited by two separate bodies each year: once by the auditing team from the Bruneian company that owns the school and the second by an external auditor. JIS staff are provided with very generous opportunities for professional development. The Board provides high expectations of appropriate governance via policies such as the Finance Policy, the Purchase Policy and the HR policy.

Management at all levels is successful in identifying priorities for improvement, planning to meet those priorities, and implementing decisions effectively. For example, the increased alignment between the continuous professional development programme, school development plans and the appraisal process is a significant step in the right direction, especially as it sits alongside the six key school aims. Consolidation of this for all middle managers will further embed the aims in day-to-day running of the school.

As a part of the Professional Review and Development process, each teacher sets targets (in conjunction with their line manager) that are aligned with school aims and faculty aims. Staff with similar aims come together in Targeted Action Groups and are supported by professional development courses.