

Jebel Ali School

British Schools Overseas Inspection Report

Inspection Dates: 13 to 16 November 2023

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Age Group: 3 to 18 Years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) schedule for the inspection of British schools overseas. The inspection was carried out by four inspectors from Education Development Trust who spent four days at the school. Education Development Trust is a body approved by the British government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, British schools overseas must have an inspection report which shows that performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be added to the register, 'Get information about schools'.

Inspectors report on the extent to which schools meet the relevant standards for British Schools Overseas (BSO) accreditation. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE updated the standards in August 2023. The new standards aligned the BSO standards with the Independent School Standards (ISS) and National Minimum Standards (NMS) for Boarders applied to schools in England; clarified and reiterated the relationship between the UK and host country laws and reshaped staff recruitment standards to ensure international applicability.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.

3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.
5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school.
9. The quality of provision for boarding.

The purposes of BSO inspections are to:

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

Key for inspection grades

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

Proportions used in the report

90–100%	Vast/overwhelming majority or almost all
75–90%	Very large majority, most
65–74%	Large majority
51–64%	Majority

35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none/very few

Information about the school

Jebel Ali School was established in 1977. It is a purpose-built co-educational, inclusive school which caters for almost 2000 pupils, making it smaller than many similar schools in Dubai. In June 2022, the school moved into private ownership with Taaleem, the second largest operator of private schools in the UAE. Since this time, the school has experienced significant growth and considerable investment in building and resources. The very small first cohort of Year 13 students completed their A level studies in 2023.

Teaching and learning in the early years are based upon the English Early Years Foundation Stage (EYFS). The national curriculum for England is followed in key stages 1 to 4, augmented by some alternate pathways such as Business and Technology Education Council (BTEC) qualifications. Around 8% of the pupils have special educational needs and/or disabilities (SEND) and receive special support and provision.

This is the school's first BSO inspection.

Summary of the evidence base used by the inspection team

The BSO inspection was carried out by four Education Development Trust inspectors. The inspection dates were agreed with the school 10 weeks before the start of the inspection. Inspectors visited 76 part-lessons. Seven were jointly observed by an inspector and a member of the school's leadership group. Forty meetings took place with leaders, managers, teachers, pupils, parents and carers, human resources staff and members of the school's governing board. Safeguarding arrangements were scrutinised. The views of parents, pupils and staff were considered through face-to-

face interviews, surveys and informal conversations. Inspectors scrutinised pupils' work both in books and digitally using the school's online platforms.

Evaluation of the school

Jebel Ali School is an **outstanding** school and provides an **outstanding** quality of education for pupils from three to 18 years.

The school meets all of the BSO standards except those which it is precluded from meeting because of the host country's legislation. These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are outstanding. Almost all pupils achieve standards that are well above national averages in England. Pupils with SEND or EAL make similar rates of progress as their peers.

Children arrive in the early years demonstrating speaking and listening skills that are below age-related expectations. The systematic and intensive phonics programme accelerates their communication and language skills. As a result, by the time they leave the foundation stage, most children have acquired reading skills significantly above national averages in England. Children can use their knowledge of letters and sounds to write extended sentences. By the end of early years 88% achieve at least the expected level in writing and 61% make better than expected progress.

In key stage 1, a structured transition ensures that pupils continue to make good progress and develop their vocabulary through constant exposure to a wide range of literature. They can predict what happens next in stories and summarise main events.

In 2023, 82% of pupils in Year 1 passed the phonics screening test.

In key stage 2, teaching is high quality and consistent. In addition, regular monitoring of pupils' progress and fast-track additional tutoring, results in most pupils in Year 6, significantly exceeding the age-related reading and writing standards in England. Year 4 pupils have frequent opportunities to practise descriptive writing. They enrich their work by using similes and metaphors effectively and compare their writing with others in the class.

At key stage 4, in 2023 average results across English language and literature show all pupils made at least expected progress, whilst 91% made better than expected progress. In the newly established sixth form, current predictions indicate that 87% of pupils are on track to achieve a grade C or above at A level. Year 11 pupils confidently discuss the imagery in Shakespeare's *Macbeth* and explain the techniques used by the author, such as personification and allusion to reveal the plot.

Attainment and progress in **mathematics** are outstanding. Most pupils of all abilities make better than expected progress. Attainment is above the England average and international standards. On average, all groups in the school make outstanding progress.

In the early years, the school instils a love for mathematics through innovative, play-based activities. Children develop numerical fluency and a solid foundation for future learning. They demonstrate a confident grasp of basic mathematical concepts. For example, Foundation Stage 2 children used technical language to decide what constituted more and fewer. They created tally charts and explained them confidently.

Pupils make a smooth transition to primary. They display a deep understanding of concepts and problem-solving skills for their age. Year 6 pupils shared accurate understanding of adding and subtracting fractions. In lessons, pupils that show good levels of progress rapidly move on to more complex real-world problems, whilst others make good use of graded activities to build their understanding.

In secondary, pupils understand and use increasingly complex mathematical concepts. The curriculum is meticulously structured to cultivate pupils' growing fluency in how mathematics can be applied to the world around them. Year 7 pupils identify equivalent fractions and solve challenging word problems. They know how to justify their answers and methods.

In 2023, GCSE results show 100% of pupils attained grade 4 or higher in mathematics and 43% attained the top grades 8 to 9. Most made better than expected progress from their starting points.

In the newly established sixth form, current predictions indicate that 97% of pupils are on track for grade C or above with 92% of pupils on track to achieve grade B or above at A level. Year 13 pupils confidently used distribution on calculators, applying their skills to examination questions, discussing the process and supporting each other by clarifying any misconceptions.

Attainment and progress in **science** are outstanding. Most pupils across the school make outstanding progress and attain standards that are significantly higher than those expected in England. Progress is outstanding for all groups of pupils, including those with SEND and EAL.

In early years, children develop scientific enquiry skills as they identify the differences between landscapes and animals in the UK and UAE. They are introduced to scientific vocabulary such as 'absorbent' as they investigate different materials. A large majority of children exceed age-related expectations in science.

In primary, pupils build upon their knowledge, skills and understanding and as a result, almost all show attainment well above that expected in the UK. Year 2 pupils are challenged to apply their knowledge of energy transfer in food chains to different habitats. Year 6 pupils gain an understanding of how scientists test their ideas and analyse their results, as they investigate the presence of micro-organisms.

In secondary, pupils write scientific conclusions with increasing complexity. In Year 7 pupils can classify amphibians, birds, fish and mammals. Year 9 pupils accurately measure and record, learning appropriate mathematical equations to calculate time and velocity. In 2023, 67% of pupils achieved grade 8 and above across the sciences, significantly above the average for pupils in England.

In the newly established sixth form, current predictions indicate that Year 13 pupils are making rapid progress across all areas of science. A large majority of pupils are expected to attain grade B or above across the sciences at A level. Pupils develop a thorough understanding of scientific theory, for example, Year 13 pupils learn to apply the rules that govern molecular shape and ions using electron pair repulsion theory.

In **other subjects**, attainment and progress are high compared to England averages. The high expectations pupils have of themselves in core subjects is equally reflected in other subjects across the age range. Pupils develop a love of the arts, and in Physical Education (PE) they are coached for fitness, enjoyment and competition. In humanities, pupils use their cooperative and critical thinking skills to learn from and challenge each

other's thinking. All groups of pupils, including SEND and EAL make at least good and often outstanding progress across other subjects.

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment is outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social, and cultural development is outstanding (see Standard 2 below).
- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet/ the requirements of the Standard (see Standard 5 below).
- The provision of information for parents and carers meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meets the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during November 2023, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the United Arab Emirates. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

Standard 1. The quality of education provided by the school

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

The quality of the **curriculum** is outstanding across the school. The school has created an ambitious curriculum which aligns with the EYFS and the national curriculum for England. The curriculum is age-appropriate, offers rich opportunities for high-quality learning and is continually reviewed to meet the changing needs of pupils.

Leaders across the school work together to ensure that the curriculum is exceptionally well planned and sequenced. The introduction of new knowledge is balanced carefully with skills, making sure that pupils apply and deepen their prior learning and use what they know to understand increasingly complex concepts. This ensures that pupils are challenged appropriately and are well prepared for the transition between each phase of their education.

Through highly tailored approaches, teachers ensure that almost all pupils with SEND have the same ambitious curriculum as their peers and achieve equally well. There is a strong focus on developing all pupils' literacy skills to enable them to access learning as effectively as possible across all subjects.

The school's commitment to developing pupils who 'Think critically, work collaboratively and communicate effectively' is strongly evident within the curriculum. The use of a new science, technology, engineering, arts and mathematics (STEAM) facility is developing pupils' ability to design, collaborate, and innovate. During the inspection, Year 4 children worked together to solve complex problems using computer algorithms as they designed working models.

In the early years, rapid progress has been made in meeting the requirements of the revised early years framework. Children experience a rich play-based, interest-led curriculum which fosters cooperation, critical thinking and innovation.

Throughout primary, the curriculum continues to inspire pupils and is planned to enable pupils to make seamless connections across their learning. For example, in

science, Year 1 pupils apply their prior mathematical learning, creating Venn diagrams to classify animals.

The secondary and sixth form curricula are delivered skilfully. There is an increasing variety of pathways in key stage 4 and in the sixth form, including academic and vocational routes. This includes the new addition of BTEC courses alongside GCSE and A levels. As an inclusive school, Award Scheme Development and Accreditation Network (ASDAN) and Rahhal programmes also form part of the diverse curriculum offer. Year 12 pupils have the opportunity to study an Extended Project Qualification (EPQ) to develop their research skills to help prepare for university or their future careers.

Curriculum policies and plans promote respect for all people, paying particular regard to the protected characteristics of age; disability; race, religion or belief; pregnancy and maternity. Those characteristics which UAE law precludes the school from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation. The attributes of life in modern Britain are interwoven into curriculum plans across different subjects. Secondary pupils study British authors and history. They consider current affairs in Britain through sources such as newspaper headlines. British values are promoted through the school's innovative 'Thrive' curriculum. Thrive aligns with the UAE social and moral education programme while also reflecting the school's values and ethos. As a result pupils develop into respectful young global citizens with an understanding of the diversity across the world.

Pupils participate in an exceptionally wide range of extra-curricular clubs and activities through the school's new enrichment programme. These include art, music, sporting and academic pursuits and established programmes such as the Duke of Edinburgh's Award.

The curriculum ensures pupils are well prepared to transfer to other international schools or into the education system in the UK.

The quality of **teaching, learning and assessment** is outstanding across the whole school.

Teachers have strong subject knowledge which they use effectively to plan stimulating lessons which engage pupils in learning. An extensive professional development programme ensures that teachers and support staff maintain the high skill level required for best-practice teaching. Peer review and monitoring by senior leaders are

used to identify, acknowledge and share innovative teaching and excellent practice. Teachers use effective questioning in all subjects to stimulate pupils' discussion and reflection. Pupils are encouraged to try multiple approaches when problem solving and arrive at a solution through different pathways. In Year 7 mathematics, pupils studying coordinates in geometry deepen their understanding using this approach.

Relationships between teachers and pupils are very positive. A high level of respect between pupils is evident at all stages and contributes to a classroom ethos which is conducive to learning. Pupils develop confidence through personal achievements being recognised and celebrated by the class group, enabling pupils to take risks in their learning and extend the boundaries of their knowledge.

Pupils' behaviour is excellent and from the earliest stage they are encouraged to confidently contribute during lessons. Pupils value having opportunities to take ownership of their learning.

Support staff make a positive contribution in many classrooms and play an important role in implementing the recommendations of the inclusion team. This ensures all pupils, including SEND and EAL, remain fully focused in lessons and make very good progress in line with their peers.

Teachers have high expectations of what pupils can achieve and detailed planning ensures the pace of lessons is swift. In all subjects, pupils exhibit a proactive approach to their lessons and respond enthusiastically to the high level of academic challenge.

Teachers know their pupils well and use revision activities such as quizzes, and practice questions to precisely determine the vocabulary and concepts to emphasise in their lessons. Year 10 pupils could explain how this helps them remember their previous lessons and link them to their current work.

In science, innovative methods such as 'Snowball' involve pupils in commenting on each other's work, resulting in a positive effect on pupils' motivation and engagement.

The use of digital technology is extensive and integrated into all aspects of teaching and learning from EYFS to the sixth form. All pupils use tablets to gain access to the course content, participate in ongoing assessment and complete work tasks which are shared with their teachers. This is an area of strength that is constantly being developed and maintains Jebel Ali School as a centre of digital excellence. The pupils'

fluent use of technology means that the pace of lessons can be maintained, and tasks streamlined so that teaching and learning time is maximised.

The school gathers extensive data on pupils' attainment across all ages and subjects. The system used in secondary provides teachers with a deep understanding of individual pupils' performance and identifies pupils who are not achieving expected levels, and those who exceed them. During lessons, pupils regularly update their individual performance data through tablets, allowing teachers to adapt or develop lesson content in real-time. For example, in science teachers can instantly judge learning mid-lesson and add further online or offline support materials to the class or individuals. This system is not yet fully embedded in primary, where instantaneous, up-to-date data are less available to teachers.

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

The spiritual, moral, social, and cultural development of the pupils is outstanding. The standards relating to the spiritual, moral, social and cultural development of pupils are met, with one exception outlined in paragraph 5 (b) (vi); this is not met because of the requirements of the host country relating to the UK Equality Act 2010.

Personal and social skills are enhanced through the school's bespoke curriculum 'Thrive'. 'Thrive' promotes respect for others, develops emotional resilience, a positive outlook, well-being and an appreciation of diversity. Pupils' well-being is further enhanced because the school promptly acts on the results of pupils' surveys. The well-being committee is very active and effective in promoting good emotional health across the school. Pastoral leaders use their deep knowledge of the pupils to quickly identify possible concerns as they arise.

British values and attributes of a British school and community are interwoven into all aspects of school life. A wide range of important topics related to life in modern Britain is evident in the school environment and learning. For example, younger pupils compare weather and climate in the UK. Pupils have a very clear knowledge and understanding of fundamental British values. They show respect for the opinions of others.

Pupils are excellent ambassadors for the school and talk with understanding about the need to contribute positively to wider society. They can explain the importance of

kindness and respect for others and value the opportunities to celebrate all religious and cultural festivals within the school. This was evident during the celebrations of 'Diwali', where parents and pupils performed dances, creating harmony between different cultural traditions, and enabling all pupils to acquire an appreciation of and respect for their own and other cultures. They have great pride in their school and talk about how it is a friendly and welcoming environment where pupils care for others.

Regular assemblies, spaces for reflection and opportunities for mindfulness contribute to the spiritual well-being of pupils. In the sixth form, pupils have pods where they can have personal time to reflect on their learning or work independently and quietly.

The school actively involves parents and the community in the spiritual, moral, social and cultural (SMSC) development of pupils. Regular communication, workshops, and events encourage parental engagement. The school's Parent-Teacher Association (PTA) is very active in running school events and fundraising. Community partnerships provide pupils with valuable real-world experiences, contributing to their social and cultural awareness. The sixth form leaders listened to younger pupils then met with senior leaders and the PTA, expressing their concerns over an event. After consultation, the outcome led to major changes to the planned event. The event is now fully inclusive of all pupils. However, younger pupils are less secure about how and when they can influence, or have influenced, the school community.

Positive values have been embedded into school life. Pupils actively engage in discussions about principles regarding right and wrong, making ethical and moral decisions. Pupils have a clear understanding of the implications of their choices. They demonstrate a solid grasp of each level of the behaviour policy. They are fluent in understanding the impact and consequences of their behaviour. They also talked fluently about the 'Six levels of praise' code of contact.

Pupils are happy and keen to come to school. They describe Jebel Ali as being an extended part of their home.

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

The welfare, health and safety of the pupils are outstanding.

The school has successfully met the requirements for this standard. A smooth transition at any point of entry for pupils into their educational journey is ensured, with tailored support available for any challenges that may arise. In the primary section, the buddy system pairs pupils with classmates, supplemented by teachers' assistance and a pastoral plan addressing pupils' individual needs when necessary. This continues until the pupil is fully settled. This approach produces a secure learning environment, supported by frequent communication between teachers and parents.

To enhance the general well-being of pupils, the school has recently doubled the number of full-time counsellors on site. In the secondary phase, weekly sessions and parent meetings are conducted to identify and anticipate potential concerns, highlighting proactive measures in collaboration with parents.

The school promotes well-being through various means, including a school clinic, a wellness committee for staff and pupils, and provisions for healthy living, such as the cafeteria. External support agencies, diligent lifeguards and regular internal and external health and safety checks all strengthen the secure environment for pupils. Periodic evacuation drills for staff and pupils ensure preparedness for emergencies.

The school meticulously ensures robust and effective measures are in place to safeguard and enhance the well-being of all pupils. Safeguarding practices align with UK standards, facilitated by designated safeguarding leads (DSL) and informative posters displayed across the school. Staff regularly undergo safeguarding training, with additional sessions provided when necessary. Moreover, the school actively educates pupils and parents through diverse workshops such as cyber safety and mental health.

Jebel Ali School prioritises open communication with pupils, encouraging them to voice concerns. This also instils a sense of responsibility amongst the pupils. The school is diligent in adhering to child protection and safeguarding policies. Additionally, incidents and concerns are recorded and analysed in order to inform any possible changes in procedures which might further protect pupils. The school has implemented a robust anti-bullying strategy. Pupils have a comprehensive education on bullying prevention and awareness campaigns fostering, an empathetic school culture. Although bullying is rare, there are accessible reporting mechanisms for pupils to report any instances which may occur. This strategy, consistently communicated to stakeholders, outlines clear consequences for unacceptable behaviour and offers support for both victims and perpetrators. Pupils expressed confidence in the school's

systems for dealing with any issues if they arise. The measures result in a safe and inclusive learning environment for all pupils.

The site is secure at all times of the day and protocols for managing site access and school transport are rigorously enforced.

Attendance for the current academic year averages 97.5%, which is well above UK average levels.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

A robust recruitment process ensures that all staff are compliant with the strict employment requirements of the UK and the UAE where appropriate. All staff must provide academic qualifications from their country of origin, along with police checks, visas, medical profiles, and current references. No contract is issued until all checks have been completed to ensure that staff have the right to work in the country. The recruitment process is also effective in finding staff who have the necessary skills and experience to bring additional value to the school. The school has a comprehensive single central record (SCR) which is rigorously maintained. Staff records are continually updated to include individual participation in mandatory safeguarding training and the professional development programme. All confidential records are securely stored, and access is strictly limited to designated staff. Staff are managed and appraised to ensure that they adhere to the highest standards of behaviour in school.

The proprietors are suitable. They have considerable experience and expertise in owning and managing schools to a very high standard and are ambitious for excellence. They are energetic in their duties and ensure compliance and adherence to regulations.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

All legal requirements are met and certificates and record keeping are detailed with a high level of accountability for all. Fire evacuation policies are clear and continually updated to reflect changes in building layout and room use. Evacuation protocols are regularly practised. Where required, a personal emergency evacuation plan is in place for any member of the school community who requires support. A high number of staff, 20%, are trained in fire safety and play a role in the evacuation process.

The medical base is spacious with three treatment rooms and an isolation room. There are robust procedures for the storage of medicines and recording the administration of long and short-term prescriptions. Medicines are stored according to year group for easy access and swift identification.

Regular checks by the highly efficient operations team ensure the safe operation of the building and safe access across the site for the whole school community, including those with additional physical and learning needs. A dedicated team of cleaning and maintenance staff ensure that the buildings and grounds are maintained to the highest standards of hygiene. Pupils appreciate this; they take great pride in their school and show respect in the way they use the facilities.

The thoughtful design of the building and surrounding area provides an outstanding learning environment with bright spacious rooms and broad open corridors with natural light. All learning areas are very well equipped with high-quality resources and provide a stimulating learning environment for all. The facilities team ensures that the premises are always safe and maintained to a very high standard. Their commitment to ensuring pupils and staff work and learn in a safe school environment is very evident.

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

The school meets the requirements of this standard.

Parents are exceptionally positive about the information they receive from the school and state that they are kept very well informed. They particularly appreciate the weekly newsletters and communications from the principal and heads of phases, which regularly feature children's achievements.

The school's website provides a range of comprehensive information concerning all aspects of school life, including details about the school's mission and vision 'To

Belong. To Believe. To Become'. Parents are aware of where to find key school policies and information relating to learning and inclusion support within the school. There is access to a range of helpful documentation including contact details, the admissions process and previous examination results.

Parents receive regular and detailed reports as well as formal and informal updates about their child's academic and personal progress during the school year. They comment on the excellent information about key transitions which is shared as their children move through the school.

There are regular opportunities provided for parents to understand how to best support their children's learning at home. For example, through access to curriculum guides which provide useful information about specific teaching approaches and methods. Recent parent workshops have focused on the use of the electronic sports app, opportunities to learn Arabic and anti-bullying.

Parents stated that the school and staff are very accessible and spoke of the efficient way requests for information are handled and any concerns dealt with. They appreciate the visibility of the principal and senior leaders at the start and end of the day.

The PTA and parent representation on the school's advisory board build a closer partnership between parents and the school. The school frequently consults parents through surveys and requests for feedback. Parents confirmed that they feel valued and empowered and that their views are taken into account and acted upon.

The school regularly informs parents how they can contribute to the school's future development, such as enhancing pupils' well-being and online safety. Parents are also involved in sharing their skills with pupils in the school as classroom readers and supporting opportunities for pupils' work experiences. Parents are overwhelmingly appreciative of the school's commitment to the parent partnership. They state that this is a community school where everyone works together for the benefit of pupils.

Standard 7. The school's procedures for handling complaints

The school meets the requirements for this standard.

The complaints policy is freely available on the school's website and it is updated annually. The school's human resources department and leaders combine to ensure that the complaints procedure runs smoothly. Dated records are maintained throughout with clear timelines for the completion of formal stages. Most complaints are dealt with informally and quickly, because the leaders are approachable, visible and trusted to act. The school has dealt positively and fairly with a range of complaints, to the satisfaction of those concerned.

Standard 8. Leadership and Management of the school

The leadership and management of the school are outstanding. The leadership team fulfils its responsibilities in ensuring the BSO standards are fully met.

The principal has a clear vision that permeates through the entire school. The energetic drive for excellence is apparent in all the school's activities. The recent expansion in the school has included the appointment of many skilled new teachers and leaders. Staff receive inspirational and personalised continuous professional development which results in up-to-date practice and motivated professionals. All teachers report having access to considerable teaching resources, which directly impact positively on pupils' attainment and progress.

Middle leaders are particularly skilled and effective in both managing and leading their departments. They understand their responsibilities and plan improvements appropriately. Leaders have ensured that all staff take pride in their work. For example, the lifeguards explained proudly how they worked as a team to keep the swimming pools clean, attractive, and safe.

Leaders know their school well, and plan phased improvements based upon their knowledge. They listen to stakeholders and base their priorities on sound information. Middle leaders are given freedom to innovate in their roles and are expected to contribute to whole school developments. Collaboration between staff and leaders is encouraged and is a noticeable feature of how the school performs. The high-quality leadership and management in the early years ensures children not only attain well but are nurtured through the curriculum. Leaders guide, monitor and coach teachers and support staff. As a result, very effective teaching is evident across the school.

New staff take part in a clear and systematic induction, and as a result, they become effective members of staff very quickly. Potential leaders are given opportunities to take additional responsibilities and are encouraged to innovate. As a consequence, the school has considerable capacity to maintain and improve its performance.

Jebel Ali School has recently become part of the Taaleem Group. Taaleem has brought a mature and skilled approach to the development of their new school. The additional resources Taaleem has provided have had a direct and positive impact on pupils' progress because they address what the school specifically needs. Many policies in the school are common and consistent across the Taaleem group but the school is given freedom to innovate and contribute to policy development. Leaders take opportunities to learn from other Taaleem schools during review visits. The governing board uses an advisory board to gather the views of stakeholders and uses their voice to enhance understanding of the needs of the school. Governors have a good working relationship with the school and manage the performance of the principal well. They ensure the school acts legally and complies with regulations, including financial processes.

Leaders are appropriate role models and are proud of their school. Staff performance is appraised formally but leaders also share good practice, observe lessons and encourage the use of self-reflection. Most teachers feel well supported by leaders with the resources to do their jobs well. Whilst it is recognised that high performance is expected, teachers' well-being is monitored and steps are taken to provide support, where needed.

Jebel Ali is a proudly inclusive school. Staff and pupils celebrate and value different talents, cultures and individuality. There is no evidence of discrimination or inequality in the operation of the school. Pupils with additional needs, and their parents, have a deep respect for the learning environment created by leaders at all levels, resulting in families and pupils feeling fully included and respected.

EYFS provision

Leadership and provision in the early years is outstanding.

Children make excellent progress. Some children start Foundation Stage 1 with skills that are often below those that are typical for their age, particularly in language and communication. As they move through the early years, they make rapid progress. The

proportion of children achieving a Good Level of Development is significantly above the national average in England. In addition, a large majority of children attain above age-related expectations.

The school has undertaken a substantial programme of improving the early years accommodation to provide a spacious, vibrant and exciting environment. Staff provide a wide range of high-quality learning experiences for children through a rich and varied curriculum. As a result, children are highly motivated, eager to explore and become deeply absorbed in their learning.

Staff expectations are high and well-established routines ensure that learning time is maximised. High quality teaching is evident across the department and throughout the school day. Staff use their detailed assessments very effectively to ensure teaching is responsive and precisely tailored to children's specific learning needs and interests.

Careful attention is given to transition into the Foundation Stage. This ensures children settle very quickly and flourish within a safe and secure environment. A significant emphasis is placed on developing personal relationships. Children behave exceptionally well and show high levels of self-esteem and confidence.

Excellent partnerships between parents and the school ensure that parents are well-informed about their children's developmental progress. Workshops provide regular opportunities for parents to find out what their children learn in school.

Children have frequent opportunities to develop and apply their critical and creative thinking skills. They learn to cooperate with others and solve problems. For example, they ask questions and persevere with challenges as they design and make models using junk materials. Children are very well-prepared for their future learning.

Post-16 provision

The sixth form curriculum accommodates a diverse array of pupils' interests and career aspirations. Support for different pupils includes a range of options such as 24 A level courses, a BTEC Business Diploma, and the EPQ which supports research and study skills. Some pupils take A levels in their native languages of Greek or German, alongside International English Language Testing System (IELTS) examinations. The additional pathways are effective in enabling a wide range of pupils to succeed and follow their vocational aspirations.

Enrichment and extra-curricular activities such as academic mentoring, peer coaching programmes, leadership roles, pupils' council, and community contributions enhance pupils' personal development. The Duke of Edinburgh scheme gives pupils international and community engagement experience.

Pupils are guided through academic or vocational pathways. Assessment tools, option evenings, pupil interviews, assemblies and support programmes such as 'Thrive' ensure pupils and parents are confident that they are making the right choices for the future.

The dedicated career guidance and transition support engages parents and carers through meetings, information sessions, and feedback mechanisms tailored specifically for opportunities. Senior leaders build teachers' capacity to guide sixth form pupils through the university application process. Pupils expressed how supported they felt and valued the instantly accessible advice. Pupils are already targeting a wide range of international universities to fulfil the next stage of their studies.

The quality of teaching and learning in the sixth form is outstanding and matches that of the rest of the school. Staff use data effectively to monitor attainment and progress and to target the best possible outcomes. Pupils gain access to additional mathematics and English, if needed as cross-curricular support.

Additional attention is given to pupils with SEND, ensuring personalised support and access arrangements. Pupils with SEND receive enhanced feedback and parental support beyond routine reports. The sixth form effectively promotes a safe and respectful environment, with dedicated staff supporting behaviour management.

Compliance with regulatory requirements

Jebel Ali School meets all the required standards except those that would be in breach of the host country laws.

The requirements of the host country take precedence.

It cannot fully meet the standards that relate to 2(2)(d)(ii). Jebel Ali school encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race; religion or belief as set out in the Equality Act 2010.

What the school could do to improve further

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

1. Opportunities exist for pupils to express opinions about their school. However, currently pupil voice lacks significant positive impact for younger pupils. More opportunities should be available for these pupils to innovate and influence the school. As a result, all pupils would gain an earlier sense of agency, democratic values, confidence, and economic awareness.
2. The highly effective tools to enable analysis of individual pupils' data evident in the secondary phase are yet to be fully applied across the school. Leaders should implement the use of similar data gathering and analysis tools in the primary phase. As a result, all teachers will instantly be able to analyse pupils' performance at individual, class, subject and whole school level.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	x			
How well the curriculum and other activities meet the range of needs and interests of pupils	x			
How effective teaching and assessment are in meeting the full range of pupils' needs	x			
How well pupils make progress in their learning	x			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	x			
The behaviour of pupils	x			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	x			
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Leadership and management

Overall effectiveness of leadership and management	x			
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School details

Name of school	Jebel Ali School
Type of school	Early years, primary, secondary and post-16
Date school opened	September 1977
Age range of pupils	3 to 18 Years
Gender of pupils	Mixed
Number on roll (full-time pupils)	1963
Number on roll (part-time pupils)	0
Annual fees (day pupils)	FS 1 to Year 6: AED 47,250 Year 7 to Year 11: AED 71,950 Year 12 to Year 13: AED 77,200
Annual fees (boarders)	N/A
Address of school	Jebel Ali School Damac Hills Dubai
Telephone number	04-884-6485
Email address	principalpa@jebelalischool.org
Headteacher	Simon Jodrell
Proprietor	Taaleem

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards –

(1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.

(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 50 years' experience of delivering education services worldwide Education Development Trust's vision is a world in which all lives are transformed through excellent education. We strive to improve education for learners globally, grounding our work in research and evidence. We support leaders to raise standards, improve school performance, develop great teachers and open career pathways.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train.

We have built a reputation for providing high quality educational support and inspection services. One of our main aims is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and colleges.

Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then, we have developed our experience and expertise in the field of school evaluation and improvement to become one of the major providers of inspection services.

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