# British International School Jeddah

# British Schools Overseas Inspection Report

| | |
|---|---|
| Inspection Dates: | 2 to 5 November 2025 |
| Lead Inspector: | Bill Burn |
| Team: | Shabana Amir-Baz |
| | Jeremy Barnes |

Age Group: 2 to 18 years

Report Published: 12 November 2025

Report Reference Number: 11/74/2025

# 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 three 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 staff worldwide, all working on projects relating to educational quality.

To be recognised by the Department for Education, a British School Overseas (BSO) must have an inspection report which shows that its 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 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 Boarding 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 BSO standards are as follows:

Part 1. The quality of education provided by the school (Curriculum, Teaching and Assessment).

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

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

Part 4. The suitability of the proprietor and staff.

Part 5. The premises and accommodation.

Part 6. The provision of information.

Part 7. The manner in which complaints are handled.

Part 8. The leadership and management of the school.

Part 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

The British International School Jeddah is a co-educational school which educates pupils aged two to 18 years.

Children in the early years follow the early years foundation stage (EYFS) curriculum. In primary, pupils follow the International Primary Curriculum (IPC) in Years 1 to 6, key stages 1 and 2; and, in secondary, the national curriculum for England (NCfE) in key stages 3 and 4. In the sixth form, students follow the International Baccalaureate Diploma Programme (IBDP).

The school is in the Al Mohammadiyyah district of Jeddah, in the Kingdom of Saudi Arabia. The school opened in 1977 and moved to its current site in 1998. The director has been in post since the beginning of the current academic year. The school is a not-for-profit community school, overseen by a board of trustees.

There are 1,350 pupils on roll from the foundation stage 1 (FS1) to Year 13. Almost all pupils speak a language in addition to English. They all have full access to the curriculum. There are 68 pupils who have special educational needs and/or disabilities (SEND) and receive additional or special provision. Over 60 nationalities are represented in the school's population, with 22% being Saudi nationals.

The school's mission is to offer a British education with an international outlook, supported by a clear vision and set of values. Its education is broad and holistic, with an emphasis on learning to learn, learning to live, and learning to lead. The aim is to nurture confident, compassionate, principled pupils. Leavers move on to a range of destinations, including universities in the UK and elsewhere with the most demanding of entry requirements.

## Summary of the evidence base used by the inspection team

Inspectors visited 60 lessons, 14 jointly with senior leaders from the school. They also held 28 meetings with pupils, staff, trustees and parents, and attended a range of activities and assemblies. They scrutinised pupils' books, as well as documentation concerning, for example, recruitment, safeguarding and the curriculum. They also studied the results of the school's parent, staff and pupil survey conducted in the current term. This was sufficiently recent that there was no separate survey associated solely with this inspection. Students in Year 13 were taking their mock examinations during the inspection and were unable to contribute to meetings with the inspection team and no Year 13 lessons were observed, as a result.

# Evaluation of the school

The British International School Jeddah is a good school and provides a good quality of education for pupils from two to 18 years.

The school meets all of the Standards for British Schools Overseas, 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 good in the EYFS, primary, secondary and sixth form phases of the school. The majority of children enter early years with English as an additional language (EAL). As a result, children demonstrate reduced levels of fluency in English. Children benefit from skilled early language teaching that results in them making strong rates of progress and engaging in a varied curriculum that allows them to extend their vocabulary and grammatical understanding. They participate in the UK phonics' programme that continues into key stage 1. Although this is not yet fully in place, the school is in the process of securing training for staff to support this development further.

Pupils maintain good rates of progress in reading, writing and spelling throughout key stages 1 and 2. Through integrated units of work, pupils develop their reading skills particularly well, discussing and exploring topics, such as sustainable energy sources. This reading development is supported by high-quality books and resources and a well-stocked library. Internal assessments in reading show that pupils achieve at least in line with England averages by the end of Year 6 with many pupils exceeding this standard.

At key stage 3, pupils continue to make good rates of progress and use their English skills with confidence across the curriculum; for example, debating passionately the causes of the First World War in a Year 9 history lesson. Progress accelerates in key stage 4 where teachers prepare pupils effectively for IGCSE examinations. In 2025, over 80% gained an A* to C grade, indicating strong performance, higher than England and international averages. This continues an upward trend since 2023.

This good level of performance is sustained at the IBDP phase where students analyse and synthesise texts to a high level. The average IBDP grade in English language slightly exceeds the world average.

Standards in mathematics are high, with all pupils, including those with SEND and EAL, making good progress in the EYFS and primary phase, and outstanding progress in the secondary phase and the sixth form. Attainment is also good in the EYFS and primary school, and outstanding in the secondary and the sixth form. Overall, girls outperform boys, but the gap narrows in the sixth form.

The school holds no assessment data for children in the EYFS, but observation suggests that the children make progress typical for their age. By the time they reach Year 1, they are familiar with adding and subtracting and they can form single-digit numbers confidently.

In the primary phase, pupils attain at or above curriculum standards, with externally verified data indicating above average attainment. In Year 1, pupils manage simple subtraction accurately, and a minority write correct number sentences. By the time they reach Year 6, pupils know their multiplication tables well and can manipulate mixed numbers and improper fractions successfully.

Pupils' progress quickens in the secondary school. They move from solving multi-stage algebraic problems in Year 7 to advanced trigonometry in Year 11. The highest attainers in mathematics take IGCSE at the end of Year 10. Of those who took the examination in Year 11, 87% achieved grades of A* to C in 2025 compared with an average of 60% in England, representing outstanding attainment and progress. This continues a pattern of excellence across key stages 4 and 5 over the previous three years.

In the sixth form, students take the IBDP components of analysis and approaches at the higher and standard levels, and applications and interpretations at the standard level. Overall, students' outcomes exceed world averages by over half a point across all components as a result of high expectations, expert teaching, and the challenging course content, representing outstanding attainment and progress.

Attainment and progress in science are good across the school. In the foundation stage, most children explore the natural world with curiosity, developing early enquiry skills through play, song, and outdoor investigation. Activities such as monitoring their heartbeat after exercise promote understanding of how the body works and encourage scientific questioning.

In the primary phase, pupils' work and lesson observations indicate that they make good rates of progress. Science is thematically integrated into the curriculum, providing pupils with meaningful contexts for learning. As a result, they develop their scientific knowledge and enquiry skills well. Pupils have insufficient opportunities to carry out practical investigations.

In key stages 2 and 3, the school holds no formal assessment data. Lesson observations and scrutiny of pupils' work confirm pupils' secure rates of progress and their effective

engagement with scientific concepts. Teachers use questioning and modelling to encourage pupils to become curious and to discuss and test ideas. Pupils develop the knowledge and skills required for successful transition to IGCSE science.

In key stage 4, pupils make excellent rates of progress, with attainment above England averages. Pupils who take double- or triple-award examinations achieve well, with 94% gaining A to C grades and over half securing A to A* as a result of focused and purposeful teaching.

In the sixth form, students make strong rates of progress and achieve above international averages. High-attaining students excel in the IBDP, and effective support enables others to achieve results that are in line with their targets.

In key stages 4 and 5, the trend has been consistent over the previous three years.

In other subjects, pupils make good rates of progress in line with the core subjects. Year 6 pupils in a well-being lesson discussed sensitively how to sustain friendships when being asked to keep a bad secret. Year 8 pupils attain good standards in French language. Physical education (PE) and swimming lessons at all stages build strong foundations for the school's ambitious sports programme with pupils understanding the relationship between technique and power in throwing, for example. In geography, pupils in a Year 9 lesson used good research techniques with pupils drawing on their knowledge of natural resources, transport links, trade and labour capacity to assess whether Russia is a physical superpower. In a Year 10 drama lesson, pupils worked effectively in groups to develop their skills as they devised pieces for assessment. In an IBDP history lesson, students showed sensitivity and insight as they drew on prior learning to examine the internal opposition to Hitler in 1930s Germany.

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

- The school's procedures for handling complaints meet the requirements of the Standard (see Part 7 below).
- The leadership and management of the school are outstanding (see Part 8 below).

As a result of this inspection, undertaken during November 2025, the school has demonstrated that it meets the BSO standards except for those standards that cannot be achieved legally in the host country. The school's provision prepares pupils well to enter or re-enter the independent school system in England. This judgement is endorsed by the British government, quality assured by Ofsted and is valid for a period of three years.

# Part 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 good.

The curriculum contains features of both British and international curriculums. These support pupils to become confident and compassionate citizens, ready for the next stage of their education.

Children begin the EYFS at three years old and enjoy a well-resourced, exciting learning journey. This is especially effective in supporting their physical development and language acquisition. In the primary phase, they study the IPC. This is typified by integrated project-based learning supported by very good reading support as well as skilled, specialised teaching in subjects such as music and sport. Pupils actively enjoy presenting their learning to their peers and their parents, whether in themed assemblies or end-of-project events. In one such event, Year 1 pupils made puppets alongside their parents, combining design skills and dexterity from across a range of subject areas.

Pupils study the NCfE in Years 7 to 11, where a good range of options are available for pupils to study IGCSE. Almost all pupils move into the IBDP in Years 12 and 13. At present, there are no other sixth-form options available for students and the school has plans to review and extend the pathways available. At all stages of the curriculum, pupils with SEND and EAL receive skilled support, matched to their needs, to enable them to gain access to learning.

Although each part of the school's curriculum has coherence and structure, pupils' transition has not always been effective, particularly between primary and secondary. As a result, there are gaps in pupils' subject content, knowledge and skills. Leaders are already working on strengthening this aspect as part of a general review of the way in which pupils' knowledge and skills build across each phase.

The school provides effective personalised support for pupils to assist them with their curriculum choices and pathways. An open-door policy in the IBDP careers centre provides an active programme of counselling and advice for pupils at all stages. Sixth-form students appreciate the quality of relationships they receive, confirming that the school treats them with respect and encourages them to act as role models for the rest of the school. The school is particularly effective in supporting students through examination periods, with preparations starting at the beginning of Year 7. As a result of the tailored support that they receive, almost all students progress to universities worldwide with more than half attending UK universities, two-thirds of which are Russell Group universities. This strong connection with the UK is indicative of the way in which students prepare for life in the UK.

British values feature throughout the curriculum, especially in the: Live, Learn, Lead 'Triple L' personal, social, health and economics (PSHE) programme which reinforces fundamental values in an age-appropriate way across the school. It highlights democracy, tolerance, individual freedom and the rule of law, helping pupils to live as part of a harmonious community where everyone shows respect to each other. This sense of community is highlighted further in a 'Preparing the Group' programme in the primary phase where all pupils are selected for tasks that are then exchanged at the end of each week, ensuring fairness and collaboration. Pupils' personal, social, moral, and spiritual education is enriched by participation in activities such as the Model United Nations (MUN) where an executive group of students plans a conference each year in the school. They then go on to represent the school in MUN conferences in cities such as Prague and Berlin.

The school's commitment to providing an enriching wider curriculum embraces a full range of sporting fixtures and competitions and the Duke of Edinburgh's Award scheme, for example. Participation rates have increased significantly over the past year, helping pupils to develop resilience and adaptability, skills pupils report as being increasingly important.

The overall curriculum programme ensures compliance with the law in the Kingdom of Saudi Arabia (KSA), while respecting the protected characteristics of age, disability, race, religion or belief, pregnancy and maternity. Those characteristics which KSA law precludes the school

from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation.

The quality of teaching, learning and assessment in the school is good.

Teaching is consistently good throughout the school. For older pupils in particular, it is highly skilful, typified by teachers' excellent subject knowledge. As a result, pupils make good progress, and many attain high standards in their IGCSE examinations and IBDP assessments. Teachers have high expectations of pupils and prepare them effectively for examinations. Their knowledge of curriculum specifications assists them in providing detailed guidance for pupils.

Teachers speak with precision in lessons, giving clear instructions. Lessons in the secondary phase open with retrieval tasks, consolidating pupils' prior learning. Teachers demonstrate tasks and skills effectively, for example, using visualising techniques, allowing pupils to see how they could improve their understanding and learning. Teachers usually plan for the needs of all pupils but do not always implement this planning effectively, leading to inconsistent rates of progress for a minority of pupils. Leaders are very aware of this, and training and support are in place to adapt teachers' approaches to teaching, learning and assessment through a range of methods to meet the needs of all pupils.

For many pupils with SEND, leaders either withdraw pupils for tailored support and instruction sessions that focus on their learning passports, or they provide extra support in the classroom. Starting with a structured programme for all pupils with EAL in early years and primary, the school supports pupils' language development effectively. Regular library sessions further enrich pupils' knowledge of authors from the UK and around the world.

Where teaching is particularly strong, teachers use questioning imaginatively to enhance and extend pupils' answers. For example, in a Year 8 English lesson, the teacher skilfully elicited an excellent answer from less-confident pupils when discussing the imagery in a chaotic market-place setting.

Pupils' attitudes to learning are supportive and positive throughout the school. They listen respectfully to their teachers and to each other. When they are given opportunities to work together, they are enthusiastic and fully engaged in their learning. In a Year 12 biology lesson, for example, students were fluent and confident when explaining their understanding of osmosis, diffusion and respiration to their peers.

There is a variety of assessment systems, integrating both internal and external summative evaluations and cognitive tests. Leaders use the results of these tests rigorously to track

pupils' attainment and progress, particularly in the secondary phase. Leaders are in the process of aligning the various data systems at the school to provide a more accurate view of pupils' attainment and progress at the transition points between different phases in the school.

Currently, there is a greater focus on more regular checks on learning during lessons. For example, the development of the 'feed-forward' strategy aims to encourage teachers to provide quicker and more timely responses so that pupils fully understand how to improve their work. Such approaches are helping pupils to analyse their own development and take charge of their learning.

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

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5(b)(vi). This is not met because of the requirements of the host country.

The spiritual, moral, social and cultural development of pupils is consistently good, reflecting the school's values and inclusive ethos. The school provides a caring and enriching environment where pupils flourish, developing self-confidence, resilience, and respect for others. This positive impact is clear across all age groups, driven by the renewed focus on pupils' well-being and inclusion under the new leadership team. Pupils enjoy school, maintain good standards of behaviour, respect the diverse international community, and consistently demonstrate the school's core values of courage, honour, humility, and fellowship.

Pupils' spiritual development is highly effective, starting in the foundation stage where the curriculum prioritises children's emotional literacy and well-being. Children learn to express their feelings, cooperate, and demonstrate empathy, creating a solid base for future growth. Structured well-being lessons in the primary phase build pupils' emotional awareness and resilience. In key stages 3 to 5, the 'Triple L' programme provides opportunities for pupils to reflect on life skills, learn about metacognitive strategies and effective coping mechanisms. It further ensures that they have suitable guidance about relationships in the primary school, and sex and relationships in the secondary school. Parents are informed about the content and may withdraw their children from the relevant parts of the programme. This ensures they are equipped with the tools to manage everyday challenges and develop into proactive,

resilient pupils. A comprehensive digital-citizenship programme strengthens pupils' awareness of online ethics.

Pupils' moral development is a significant strength. Pupils show a clear, deep-rooted sense of right and wrong that consistently guides their ethical decisions. They understand, for example, why bullying is wrong. Behaviour expectations and consistent routines ensure a calm and purposeful atmosphere. Teachers demonstrate kindness in the foundation stage, and older pupils use restorative conversations for accountability when they have been in breach of the school's core values. Pupils currently have insufficient understanding of the civil and criminal law of England, and little awareness of public institutions and services in both England and Saudi Arabia.

Pupils' social development is highly effective. Relationships between staff and pupils are positive and trusting. Pupils collaborate successfully in lessons and during extra-curricular activities, demonstrating empathy and teamwork. The school provides an extensive range of increasingly well-attended extra-curricular opportunities that tap into pupils' diverse interests, enriching their personal development and broadening their experiences beyond the classroom. Leadership opportunities are plentiful, and include pupils acting as class representatives, house captains, and prefects. The IBDP and the Duke of Edinburgh's Award scheme enable senior pupils to contribute to service to the community which increasingly influences the whole school. These pupils are valued role models who make tangible contributions to the school's wider community. The voice of the pupils is highly effective and influences positive change, such as the peace-garden's redevelopment and the establishment of new clubs.

Pupils' cultural development is a hallmark of the school's inclusive ethos. The wide range of nationalities, faiths, and traditions is proactively celebrated through International Day, assemblies, and displays, reinforcing mutual respect.

Equality and inclusion are central to the school's values. The curriculum promotes respect for all, with due regard to the protected characteristics in the Equality Act 2010. Staff model ethical behaviour, and pupils respond with empathy and fairness.

Overall, pupils make good progress in developing the essential personal qualities that prepare them well for the next stage of education and for life in a diverse, interconnected world. Their strong moral understanding and commitment to service reflect the clear success of the school's values-based approach and recent leadership initiatives.

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

The welfare, health and safety of pupils and staff is outstanding.

The school meets its statutory responsibilities for the safeguarding, welfare, health, and safety of pupils and staff. Leaders ensure that all pupils learn within a secure, nurturing, and supportive environment where well-established routines promote safe conduct, self-discipline, and respect. School leaders have implemented a robust safeguarding framework which they monitor rigorously. All staff receive comprehensive training to recognise, record, and report concerns promptly. Pupils confirm that they feel safe in school and know whom to approach should they need support. The school has a very effective induction process for pupils joining the school. New pupils confirm that they settle in quickly and value the care that they are shown in the first few weeks. Prominent signage across the site clearly identifies designated safeguarding leads (DSL), first aiders, and fire wardens. Safeguarding is deeply embedded in the school's culture. New leadership has strengthened levels of accountability, visibility, and consistency across all phases. The school demonstrates a proactive, reflective, and highly effective approach to child protection. Pupils benefit from an exceptionally safe, inclusive, and supportive environment conducive to their personal and academic development.

The school manages behaviour with consistency and positivity through a clear, well-communicated policy. Sanctions for serious misconduct, including bullying, are transparent and applied fairly. Leaders maintain meticulous behaviour logs and identify patterns so that they can make timely interventions. Pupils report that bullying is rare and swiftly resolved, resulting in a calm, orderly, and respectful atmosphere throughout the school.

Health and safety procedures, including first aid and fire safety, fully comply with host-country legislation. Security arrangements are robust, with closed-circuit television (CCTV) coverage, biometric gates, and controlled access points. Records show that the school conducts suitable fire evacuations and evaluates them for improvement.

The site is secure, and supervision is vigilant, with pupils carefully monitored during and between lessons, and recreation times. Leaders promote a culture of proactive risk management. All activities and facilities are subject to rigorous risk assessments, and hazards are dealt with without delay. The fully equipped medical centre, staffed by a qualified doctor and two nurses, ensures accessible medical support for all pupils.

The school maintains specialist facilities, including science laboratories and art studios, to exemplary standards. Science laboratories are equipped with safety showers, fire extinguishers, fire blankets, and emergency gas and electricity shut-off systems. Hazardous materials are stored securely in locked, access-controlled areas.

Pupils develop a strong understanding of how to keep themselves healthy and safe through an age-appropriate personal development curriculum. In the early years and primary phases, pupils learn to recognise emotions and build self-regulation skills. In the secondary school, the pastoral programme fosters informed decision-making and personal responsibility.

Attendance in the secondary school stands currently at 94% and in the primary school at 93%, both improving and nearing the UK national average. The attendance officer closely monitors attendance patterns and trends, ensuring greater accountability for both pupils and parents alike. The school offers clear guidance to parents regarding what constitutes authorised and unauthorised absences.

# Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school has highly effective measures in place to ensure the suitability of all staff that work with children.  It conducts thorough checks on all secretarial, maintenance, technical and teaching staff. Similarly, it checks all volunteers, governors, part-time staff and peripatetic coaches to the same standards. All visitors to the school are required to wear lanyards to indicate their status, and if they are on site at the same time as pupils they are always accompanied.

The school keeps an accurate and detailed single central record of these checks. These include proof of identity, and qualifications. Similarly, staff are required to declare that they are medically fit. Additionally, the school carries out police checks for all countries where an applicant has worked. In most cases these checks are also required by the government before it issues a visa and work permit. As a matter of routine, leaders conduct an internet search on candidates before employment at the school. They require at least two professional references, normally from previous school principals, and the verification of their status.

The school requires all those involved in appointing staff to have undergone appropriate safer recruitment training.

# Part 5. The premises and accommodation

The school meets the requirements of this standard.

The premises provide a safe, well-maintained, and purposefully designed environment that supports pupils' learning and well-being. Classrooms are bright, well resourced, and appropriately furnished, supporting a range of teaching approaches. Specialist facilities for science, reading, art, music, and sport are suitably equipped and maintained, allowing pupils to apply knowledge practically and safely.

The maintenance team and senior leaders conduct regular internal and external inspections to ensure high standards of safety and welfare. They routinely monitor, for example, environmental conditions such as lighting, acoustics, heating, and ventilation. All staff are trained to report issues promptly through a help desk.

Toilets are clean, age-appropriate, and segregated by gender with separate facilities for adults. Changing rooms and showers are hygienic and well maintained. Accessibility is supported by ramps and signage. The absence of lifts restricts access beyond the ground floor for those with restricted mobility. Leaders have risk assessments in place, should access be needed to the upper levels.

A fully equipped medical centre, staffed by a doctor and two nurses, provides accessible healthcare with beds and a separate toilet. Drinking water is clearly marked and readily available.

Outdoor areas are extensive and well resourced, including an artificial football pitch, two swimming pools, and a modern golf simulator. The foundation stage features an updated outdoor learning environment that encourages exploration, creativity, and sensory engagement. It also promotes the development of children's gross motor skills. Facilities are shaded, regularly inspected, and promote physical development, teamwork, and well-being.

Leaders systematically monitor and enhance the premises, ensuring a safe, hygienic, and stimulating environment that reflects the school's commitment to continuous improvement and pupils' welfare.

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

The school meets the requirements of this standard.

All essential policies are readily available to parents through the school's website. School leaders ensure that policies are clearly written and updated each year. These include policies on child protection, the school's curriculum, expectations about behaviour, health and safety,

including medical matters, and complaints. The website also offers a clear statement about the school's aims and ethos. Leaders publish school contact details, so that parents have a clear understanding of the person best suited to deal with any matters that need to be resolved. The website features a wide range of additional school information, such as term dates and details of forthcoming events.

Parents describe communications between home and school as highly effective. They state that they are well-informed about their child's academic progress and overall well-being. Parents attend two parent and staff meetings each year and receive frequent written reports, four a year in secondary and two in primary. Parents in discussion confirmed that teachers know their child well and are committed to helping them reach their full potential. In the EYFS, the school provides regular digital updates. Parents confirm that they can support their child's academic progress effectively because they are given appropriate information about the ways in which they can help.

Under new leadership in the current year, the school has actively sought to canvas parents' views from a variety of sources, both formal and informal, including face-to-face meetings, workshops, coffee mornings, and a parent questionnaire. Parents describe the school as a close-knit and inclusive community. New parents are grateful for the notable efforts the school makes to welcome them and their children on arrival.

Most parents who participated in the school's recent survey agree that their child enjoys being at school, feels safe, and that teachers help them to make good progress. Their views aligned closely with those of the inspection team.

During a period of change at the school, parents describe their high levels of satisfaction as a result of being well-informed about the process of decision-making. In discussion, they confirmed that this had brought about a sense of partnership, enabling them to voice their full support for the school's ambitious plans to raise standards. This, they stated, applies to academic, pastoral and co-curricular matters, confirming that this holistic view of education is exactly what they feel is distinctive about the school.

# Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard.

School leaders at all levels ensure that they are visible and available to parents whenever possible. In this way, they normally resolve informally and in good time any concerns that may arise.

The school has a written complaints policy which contains all the required elements and therefore meets the requirements of the standard. Parents have access to the policy through the school's website. If a complaint is not dealt with informally, it may move to a formal stage.

Ultimately, a complaint may be taken forward to a panel hearing. The panel consists of three members who have had no part in the process, one of whom is independent of the school. Complainants may be accompanied to the panel hearing. The school keeps a written confidential record of all complaints made. No complaint has reached the formal stage in the current academic year.

# Part 8. Leadership and management of the school

The leadership and management of the school are outstanding. Senior leaders ensure that the school meets the requirements of the BSO standards. In addition, the leadership has a strong sense of where the school can continue to develop and is working effectively to raise standards.

Leaders have developed a thorough knowledge of every aspect of the school's provision through a detailed self-evaluation process. This has enabled them to formulate and communicate an ambitious five-year strategic plan with clear timelines.

Between her appointment in October 2024 and arrival in August 2025, the director carried out significant preparatory work. The other new leadership team members, who have considerable relevant experience, are proactive in identifying areas for improvement, setting clear priorities, and implementing action plans. Leadership of the foundation stage and the secondary school, for example, is highly knowledgeable, responsive and effective.

Planning began with data analysis, involving middle leaders to support departmental improvement goals. A programme of lesson observations, learning walks, work scrutiny and conversations with pupils has built a clear understanding of other areas for development. The school has also conducted surveys to gather the opinions of pupils, parents and staff. Parents are strongly aware of the decision-making process through coffee mornings, newsletters, surveys, meetings and workshops. Parents and pupils alike express high levels of satisfaction, trust and confidence. School leaders are available for any pupil, parent or colleague who wants to speak with them, on duty at breaktimes or lunchtime, or as parents drop off or pick up their children.

One immediate result has been that leaders have implemented new protocols for teaching, learning and feedback, and measures to promote equality and tackle discrimination. Policies on anti-bullying and behaviour have been reviewed with this in mind. However, the school's improvement planning goes further, and embraces all aspects of the life of the school. This has included, for example, the introduction of a co-curricular water sports programme, where all pupils from Years 3 to 9 can develop their skills in a suitable environment.

Leaders at all levels in the school attach the highest priority to promoting and safeguarding the welfare of all pupils. Leaders have also developed and implemented an effective

behaviour policy. The established school culture ensures that all members of the community understand their responsibility for their own well-being and that of others. This is achieved through assemblies, tutorial work, and the 'Triple L' programme.

Almost all staff are positive in both surveys and in informal discussions about their relationship with the school. Teaching staff agree that the school supports and encourages them, and that they are proud to work there. Leaders operate a strong programme of weekly professional development sessions, for example, in addition to weekly section meetings and frequent newsletters.

Board members are knowledgeable and supportive. They act effectively to support leaders and hold them to account, undertaking specific areas of responsibility as part of their role. They operate a system of committees to handle matters of finance and staffing, for example, as well as specific committees when needed, for example on the school's development. The relationship between the executive leadership team and the board of trustees is collaborative. The separation of roles between the director and the trustees is clearly defined.

The board of trustees fully understands its responsibilities to ensure the school operates within the local legal framework, and to implement suitable financial policies. Members are both committed and passionate about the school's future and its continuing journey as it seeks to maintain its position among community schools in Saudi Arabia. The trustees communicate a clear set of ambitions in terms of the school's academic development and its sport, outdoor education and musical theatre activities.

# EYFS provision

The quality of early years provision is good.

Children make good progress across all areas of learning, from the pre-school crèche through to foundation stage 2. As a result, the school prepares them well for the demands of Year 1.

The school has recently administered the first baseline assessment for children as they enter the foundation stage. Therefore, it is difficult to make a direct comparison with UK assessment information, for example, the attainment of a good level of development at the end of foundation stage. From observations during the inspection, pupils thrive across all areas of learning, in particular, their physical and personal development and language acquisition.

Teaching is typified by purposeful questioning and a good knowledge of children's needs. In one example from a Reception Year class, the teacher expertly guided a conversation around the difference between eyelashes and eyebrows as part of children's topic on the human body, leading to children's use of rich spoken vocabulary and descriptions. In all settings, teachers have established good routines that lead to a calm, happy and busy environment for children to learn in.

Children treat each other with care and empathy. They take on responsibility through the weekly jobs rotation and follow rules well. The provision is safe and secure, with a high ratio of adults to children, leading to good quality interaction and individual support. The quick identification of any EAL needs leads to intensive support from a qualified teacher.

Both the indoor and outdoor environment are well-equipped and attractive. A new phase leader has been recently appointed and there are plans to enrich the environment further to enhance children's opportunities for exploration and investigation. There is extensive provision to support children's development of their gross motor skills through towers, climbing frames, slides and bikes.

Using a mobile application, parents are well-informed about their children's learning, and there are regular formal and informal opportunities for teachers to discuss each child's development with their parents.

# Compliance with regulatory requirements

The British International School Jeddah meets all of 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) or 5(b(vi). The school encourages respect for other people, paying particular regard to the protected characteristics of age; disability; pregnancy and maternity; race and 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. The curriculum currently limits the coherence of course content and key concepts in all subjects across the different phases of the school. The school should ensure that transition between phases is managed effectively. This will enable pupils to build more systematically on their knowledge, develop their skills and deepen their understanding.

2. Teaching does not always offer sufficient challenge to extend pupils' thinking and deepen their understanding. Teachers should adapt lessons using effective approaches to ensure that pupils reach their full potential. As a result, pupils across the ability range will develop confidence and independence and greater ability to take responsibility for their learning.

# Summary of inspection judgements

The quality of education

| | Outstanding | Good | Satisfactory | Inadequate |
|---|---|---|---|---|
| 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 | | | |

Leadership and management

| | | | | |
|---|---|---|---|---|
| Overall effectiveness of leadership and management | x | | | |

# School Details

| | |
|---|---|
| Name of school | British International School of Jeddah |
| Type of school | community |
| Date school opened | 1977 |
| Age range of pupils | 2 to 18 |
| Gender of pupils | mixed |
| Number on roll (full-time pupils) | 1,350 |
| Number on roll (part-time pupils) | - |
| Annual fees (day pupils) | SAR 56,718 (FS1)-SAR 101,430 (sixth form) |
| Annual fees (boarders) | - |
| Address of school | 6628 4837 Ihsan Abbas<br>Al Mohammadiyyah,<br>Jeddah<br>23617 |
| Telephone number | 012 283 4600 |
| Email address | info@conti.sch.sa |
| Headteacher | Helen Olds |
| Proprietor | n/a |

# 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 His 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 UK's first major providers of inspection services.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Education Development Trust
16-18 Duke Street
Reading
RG1 4RU
UK

Report reference no: 11/74/2025