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Dubai British School Jumeirah Park

British Schools Overseas Inspection Report

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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, 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 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 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 British Schools Overseas 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

Dubai British School Jumeirah Park is a British international school operating across two nearby sites. In 2021, the school was formed through the merger of an early years' setting, established in 2014, and a school for pupils aged four to 18, which opened in

2015. The early years' provision is based in Jumeirah Islands and the primary, secondary, and sixth form phases are located approximately half a kilometre away in Jumeirah Park.

The school is a member of the Taaleem group of schools. It has 2,132 pupils aged two and a half to 18 years, making it larger than many similar all-through schools in the region.

The school is an international community with pupils representing over 84 nationalities. The largest ethnic group is British. The school is inclusive in nature, catering for pupils with a range of abilities and aptitudes. There are 342 pupils who have special educational needs and/or disabilities (SEND). The number of pupils for whom English is an additional language (EAL) is 753, representing almost one third of enrolments.

Children in the nursery follow the early years foundation stage (EYFS) curriculum. Pupils in the primary school and in key stage 3 follow the national curriculum for England (NCfE). In key stage 4, pupils choose from a wide range of GCSEs, IGCSEs, International Business and Technology Education Council (BTEC) level 2 and Award Scheme Development and Accreditation Network (ASDAN) qualifications. In the sixth form, students have the option to choose from 23 A levels or to combine A levels with the International BTEC level 3 National Diploma. Most students progress to university in a range of countries. The number of students taking A levels remains small except in mathematics, media studies and business studies, limiting meaningful statistical comparisons.

In the current academic year, the school introduced the new role of deputy head in the sixth form. The current principal became an executive principal across the UK cluster in Dubai in April 2025. The school's commitment to global learning and inclusive education is recognised through a range of awards, including the Council of British International Schools (COBIS) International School Award in 2019 and the Inclusion Quality Mark with Centre of Excellence status in March 2025.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by four Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the

inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 76 lessons. Twenty of the lessons visited were jointly observed by an inspector and a senior member of staff. There were 27 meetings with leaders, teachers, pupils, parents, and members of the school's governing board. Inspectors scrutinised pupils' work. They analysed a wide range of documents relating to assessment, policies, and strategic plans. They inspected the school's safeguarding arrangements. Inspectors also considered the views of parents, pupils and staff expressed in the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

Dubai British School Jumeirah Park 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. All pupils make exceptional progress in English, including those identified as SEND and with EAL needs.

From the outset, children in early years develop secure speaking, listening, and early writing skills. An overwhelming majority of children meet or exceed the literacy goals, significantly outperforming the national average for England. In Year 1, pupils strengthen their decoding skills and achieve high scores in the phonics screening test. A very large majority meet or exceed expectations. Boys and girls perform at similarly high levels. Throughout primary, pupils' ability to read and comprehend words consistently improves. They read fluently and expressively, and they write with increasing levels of sophistication, clearly evidenced by their creative Greek mythology writing in Year 5. By the end of Year 6, the vast majority meet or exceed expected standards and excel in external tests, significantly outperforming the England average. Boys and girls achieve equally well.

As pupils advance, they enhance their understanding of complex vocabulary, language structures, and literary devices. Between Years 7 and 11, they read a rich variety of fiction, nonfiction, and poetry. GCSE outcomes over time show that pupils generally attain grades significantly above the England average. A substantially higher proportion achieve the high grades of 9 to 7 compared to the England average. Pupils, including those with SEND, make exceptional rates of progress, attaining more than one grade higher than their international counterparts. Girls significantly outperform boys in English examinations by about 20 percentage points. However, boys' performance is still above the England average for English language and significantly above for English literature.

Students taking A level English literature and A level English language perform exceptionally well. They apply deep literary knowledge to analyse texts and write with sophistication. Their progress equates to at least one full grade higher than the England average in both subjects. Over time, the proportion of students attaining A* to B significantly exceeds the England averages.

Attainment and progress in **mathematics** are outstanding. There is no significant difference in the progress and attainment of boys and girls, pupils with SEND or EAL needs.

In the early years, children's attainment and progress are outstanding with almost all children meeting the expected standard by the end of the foundation stage with most exceeding it. Teachers expertly facilitate children's learning by using a variety of methods including whole-class teaching, small-group work and directed numeracy activities supported by high-quality and engaging manipulatives.

In primary, pupils continue to make rapid rates of progress. There is a highly effective progression in learning across year groups. For example, pupils in Year 2 confidently shared halves and quarters, while pupils in Year 3 built securely on this foundation by working with more complex fractions involving varied denominators and numerators greater than one. By the end of year 6, almost all pupils attain or exceed curriculum standards, compared to the England average of 73%.

This strong foundation continues into secondary. In key stage 4, pupils' attainment in GCSE mathematics exceeds England averages with 44% achieving the high grades of 9 to 7, compared to only 17% in England. Pupils achieved nearly one grade higher than their predicted grade in mathematics and in further mathematics in 2024. In 2024 the

proportion of boys achieving the high grades of 9 to 7 exceeded girls by 11%. By Year 11 pupils can manipulate and simplify complex algebraic expressions, including algebraic fractions, using a variety of methods.

In the sixth form, the number of students attaining the very highest grades is in line with England averages with 42% of students achieving A*to A in 2024. The value-added trend over the previous three years shows consistent levels of improvement compared to predicted grades. In Year 13, students are secure in their knowledge of calculus, using it to find deliberate errors in their teacher's solutions, correctly solving the problems themselves and then assessing their solutions using examination mark schemes.

Attainment and progress in **science** are outstanding across the school with no significant gaps in progress between different groups of pupils.

In the early years, children achieve outstanding levels of attainment and progress in Understanding the World with 98% meeting the expected level, far exceeding the England expectation of 80%. Boys, girls, and pupils with EAL achieve equally well. Children make very strong rates of progress.. Children confidently use horseshoe magnets to investigate material properties, demonstrating strong early scientific enquiry skills.

By the end of Year 6, pupils sustain their outstanding levels of achievement. Most meet or exceed the expected standard in external assessments, and most perform above average, significantly outperforming the England average. Progress remains strong, with 78% making expected progress and 76% exceeding it. In Year 2, pupils investigate how materials respond to forces, engaging enthusiastically in investigations, and by Year 8, designing insulation experiments.

By the end of Year 11, pupils achieve outstanding science outcomes. In GCSE biology, 71% achieve the high grades of 9 to 7 compared to 42% in England. In GCSE chemistry 71% achieve high grades and in GCSE physics 86% attain high grades. Pupils in combined science achieve exceptionally well with 39% securing high grades, well above the England average. Over the previous three years, outcomes have continued to rise with pupils gaining nearly one grade higher than predicted in biology and chemistry, and one and a half grades higher in physics.

In the sixth form, students achieve science results well above the England average, particularly at the highest grades. Internal data shows that 90% of students make

better than expected progress with all the boys doing so. Pupils with SEND achieve in line with the England average, reflecting the school's commitment to inclusion and effective personalised support.

Attainment and progress are outstanding in **other subjects** across the curriculum. Overall, there is no significant difference in the rates of progress of girls and boys. Pupils with SEND or EAL make similar rates of progress to their peers, relative to their starting points.

In primary, pupils benefit from specialist teachers in 10 subjects, including art, design technology, drama, French, Spanish, geography, history, ICT, music and physical education (PE). Most pupils meet curriculum expectations and a high proportion exceed them. Art, geography, music, and Spanish stand out as having the highest proportions of pupils exceeding expectations across years. In Year 5 computing, pupils confidently applied logical reasoning to adapt and refine their coding, enabling the building of an accurate square. Their ability to troubleshoot independently and articulate their thinking reflect their high levels of computational fluency.

At GCSE, pupils consistently achieve results well above the England averages in the vast majority of other subjects at the high grades of 9 to 7. For example, 46% of pupils achieved grades 9 to 7 in psychology compared with 27% in England; 57% in history compared with an England average of 22%; and 80% in French compared with an England average of 28%. Most pupils achieve at least one grade higher than their predicted grade in art, drama, media studies and psychology. All pupils successfully completed their BTEC level 2 diploma qualification in business and IT. Year 9 pupils confidently interpreted maps and described Brazil's physical and human features, using precise geographical vocabulary. They analysed diversity through discussion, showing secure understanding of global patterns of population, climate, and land use.

At A level, the vast majority of students achieve the high grades of A* to A, well above the average for England in product design and media studies. Students achieve on average one grade higher than predicted in art, drama, graphic design, media studies, photography and product design. All students successfully completed their International BTEC level 3 diploma qualification in business, information technology, performing arts, sport and travel and tourism. The number of students taking French, art, geography, music, and photography remains very small .

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Part 1 below).
- The quality of teaching and assessment is outstanding overall (see Part 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (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 in April 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 outstanding.

The school has a detailed and coherent curriculum across all key stages. In the foundation stage, teachers plan a curriculum closely aligned to 'Development Matters',

providing rich learning environments and highly effective support, ensuring that all children are exceptionally well prepared for their move to primary school. In primary, the curriculum is firmly aligned to the NCfE with purposeful adaptations to meet the needs of the diverse range of pupils and local UAE requirements. In secondary, pupils choose courses from 26 options in IGCSE or GCSE or BTEC qualifications at level 2. In the sixth form, students select pathways from A level and International BTEC qualifications or a combination of both. The school uses the ASDAN curriculum to support pupils with a broad range of learning and social needs.

The curriculum ensures that pupils develop a secure understanding of the protected characteristics as outlined in UAE law, including age, disability, race, religion or belief, pregnancy, and maternity. While certain characteristics such as marriage and civil partnership, gender reassignment, sex, and sexual orientation are precluded from the curriculum due to legal restrictions, pupils are actively encouraged to celebrate and appreciate different cultures and beliefs.

All staff actively model British values in lessons and around the school, consistently demonstrating tolerance and mutual respect. Britishness permeates the curriculum, including the use of a number of English authors, such as Rudyard Kipling, Michael Morpurgo and Roald Dahl for English across the school. As a consequence, pupils are able to transition easily to a school in England. Leaders actively promote the British value of respect through assemblies, linking it explicitly to the school's '3Rs' of being: Ready, Respectful and Responsive.

The school has a detailed personal, social, health and economic education (PSHE) curriculum which provides a continuous framework for development and includes topics such as responsibilities and consequences in Year 2, self-respect and respecting others in Year 5, equality and justice in Year 7 and respect and intercultural relationships in Year 11. Relationships education is explicitly taught through the PSHE curriculum from early secondary onwards and integrated into science lessons. Leaders integrate this coverage securely in the curriculum and ensure that parents are appropriately informed, aligning with local requirements.

There are regular opportunities for staff from different key stages to meet and plan pupils' transitions. This includes staff visiting classrooms and the production of a spiralling curriculum that enables pupils to revisit topics throughout their learning with increasing levels of complexity, ensuring cohesive learning for pupils. At the start of the academic year, pupils in Year 1 start with elements of their day resembling the free

flow of an early year's classroom which transitions to a more familiar key stage 1 learning environment over the course of the first term.

A highly effective careers programme includes work experience placements for all pupils in Years 10 and 12. A careers fair, organised by sixth-form students, also involves primary pupils. The sixth-form 'super curriculum' prepares students well for life after school, including financial literacy, the rule of law in different countries, and cookery skills.

The school has a broad and varied range of extra-curricular activities (ECA) including 90 options across the school with 64% of the pupils participating. The programme includes a variety of academic, arts and sporting opportunities including chess, karate, parkour, e-sports, yoga and gymnastics. The school makes highly effective use of its immediate environment and local community resources by partnering with two external agencies to broaden and enrich the provision.

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

The school's teaching and learning policy aligns closely with its motto: Enjoy, Aspire, Achieve. Teachers deliver strong and effective lessons across all subjects and key stages. As a result, pupils make exceptional rates of progress, frequently achieving outcomes that exceed those of their international counterparts. Most teachers demonstrate strong subject knowledge and know their pupils well, including those with SEND and EAL needs. They use individual education plans effectively to ensure inclusive learning. Intervention groups receive particularly effective support. Teachers use their expertise to probe pupils' understanding and correct misconceptions. They encourage deeper thinking through 'Take it further' and 'Take it even further' questions. In every classroom, carefully selected groups of pupils are encouraged to work at 'Enable tables', spaces designed to promote independence, problem-solving and self-directed learning with minimal adult input.

The school places a strong emphasis on literacy. Pupils learn to read fluently, and most read regularly and widely. Teachers reinforce the correct use of vocabulary in every lesson, benefiting especially pupils with EAL. Teachers model expectations inspiringly. For instance, in a Year 5 lesson, the teacher composed a paragraph live to demonstrate how varied vocabulary and punctuation affect the reader's understanding. Pupils significantly improved their writing as a result. Most pupils write

clearly and enthusiastically across a range of genres. In a few lessons, however, some pupils' poor handwriting hinders the quality and length of their writing.

Teachers select innovative and engaging resources to inspire pupils. In the early years, children use digital green screens to design creative backgrounds, helping them bring stories or performances to life. Leaders report that the book 'The Sand in My Shoes' by Michael Jordan captured the interest of reluctant readers and encouraged them to read more.

Teachers maintain high expectations for both behaviour and academic performance. Teachers instil strong learning habits and as a result pupils display positive learning behaviours and work cooperatively. Teachers monitor and report on pupils' attitudes to learning with care. Pupils who fall short of expectations receive close support and highly effective monitoring.

Leaders ensure that all teaching staff, including teaching assistants, continually refine their practice. Staff participate in a wide range of development activities, including continuous professional development (CPD), professional learning communities, and inter-school networks. Teachers enjoy teaching, which in turn motivates their pupils to love learning.

The school has developed and continues to refine its robust assessment system. Teachers track pupils' progress diligently over time and adjust their teaching to close identified gaps in pupils' learning. Teachers regularly review targets for pupils with SEND to ensure that they remain ambitious, personalised, and closely matched to individual needs and progress. Leaders use assessment data to improve curriculum and teaching strategies. Following a rigorous analysis of mock GCSE results, teachers and leaders swiftly identified areas for development and revisited the marking scheme with pupils, providing a Grade 9 exemplar response, and in so doing clarified expectations for the elements that constituted high grade answers to examination questions.

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

The standards relating to the spiritual, moral, social, and cultural (SMSC) development of pupils are met, except for the standard in paragraph 5(b)(vi). This is not met due to the requirements of the host country regarding the UK Equality Act 2010.

The **spiritual, moral, social and cultural** development of pupils is outstanding.

Pupils' behaviour is exemplary, reflecting the consistently high expectations for all pupils regardless of their age. These high expectations are actively reinforced through a range of initiatives such as a recent primary assembly that incorporated a 'secret mission' to encourage pupils to open doors for others in the corridor, with a reward for those completing the mission 20 times. Pupils themselves describe these behavioural expectations as strongly embedded in the school's culture and forming part of a long-standing ethos that they are proud to uphold.

Through discrete moral, social and cultural studies (MSC) lessons, registration activities, themed days, and assemblies, the school's PSHE curriculum explicitly teaches the British values of respect, tolerance, democracy, rule of law, and individual liberty. The well-being programme deepens this learning, helping pupils to apply these principles in their relationships, choices, and contributions to the school's community. Pupils develop a secure understanding of key UK institutions and services, such as the Houses of Parliament, the National Health Service, and the police. They can clearly explain how these contribute to individuals' and the wider community's well-being.

Staff use restorative approaches that encourage pupils to reflect, build empathy, and contribute to a culture of fairness and respect across the school. Daily notices displayed in classrooms and around the school provide consistent reminders to pupils about tolerance, respect, and British values, reinforcing pupils' understanding of positive relationships and their role within the wider school environment.

Pupils develop a strong understanding of tolerance, respect, and individual liberty through a wide range of initiatives. In a Year 7 lesson, pupils explored cultural differences and discussed the importance of accepting and respecting others. Sixth-form students delivered a thought-provoking assembly on the theme of respect, encouraging pupils to reflect on what it means to have respect for self and others.

Pupils described respect as treating others with kindness and fairness. The inclusive ethos of the school is evident in the full participation of SEND pupils in the school and in the respectful, inclusive relationships seen across all ages, genders, and nationalities. Pupils demonstrate individual liberty in the choices that they make through the school's privilege pass system.

The school actively seeks to listen to the pupil voice across all areas of the school. There is an active school council and a host of other pupil-based leadership opportunities, such as leadership teams, sports leaders, the EYFS eco council and class representatives. Pupils engage in democratic processes to elect leaders, casting their votes based on pupils' presentations and videos.

Pupils regularly have the opportunity to provide feedback using pupil surveys, school councils and pupils' comment boxes. Pupils confirm that they are confident the school will respond to their feedback. Leaders responded to pupils' feedback by introducing sessions on sleep hygiene, delivered by a local doctor, after primary pupils identified it as a priority in a survey. Doctors delivered parental workshops, and leaders adapted the PSHE curriculum in response. Following feedback from a pupil survey, leaders adjusted the timetable to allow Year 7 pupils more time to get used to secondary school life, addressing concerns about arriving late.

As a result of the school's coherent and values-driven approach, pupils demonstrate high levels of empathy, social responsibility, and cultural understanding. For example, pupils' involvement in humanitarian initiatives, blood donation campaigns, and curriculum adaptation reflects their commitment to making a positive difference. They are confident, reflective, and well prepared to contribute positively to life in modern British society and the wider global community.

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

The **welfare, health and safety** of pupils and staff is outstanding. The school fully meets the requirements of this standard and remains in full compliance with all safeguarding and welfare regulations of the UK and host country.

Pupils feel safe and secure because staff respond promptly and effectively to any concerns that they raise. There is a caring environment where relationships between adults and pupils are mutually respectful and positive. Established buddy systems

support new pupils' social and practical needs when they join the school. Staff provide new parents with a named contact, enabling them to get swift and confident responses to any queries.

Leaders implement robust procedures that prioritise the safety and well-being of all children and adults. Staff conduct frequent safety and security checks, including evacuation and lockdown drills, to ensure that written risk assessment policies are consistently applied and understood. Staff implement fire safety procedures rigorously, following the school's fire safety policy. They carry out regular drills, systematic checks, and take clear responsibility to ensure that everyone remains well-prepared. Leaders have effectively adapted and implemented the Taaleem-wide policy to ensure that it meets the potential risks associated with both sites. Specialist onsite and central health and safety teams respond swiftly and effectively to resolve any concerns, ensuring the school's environment remains safe and well maintained. The team of cleaners on both sites keeps the site immaculate.

The school's systems for handling medication and the recording of medical records follows the school's medicine management and administration policy. Trained staff administer first aid promptly and competently in line with the school's first aid policy. Staff promote healthy living and eating exceptionally well through the well-planned PSHE programme. Qualified counselling staff prioritise pupils' mental health and deal with emerging problems with sensitivity and expertise.

Leaders have devised a behaviour policy based on a positive reward system. The school has a clearly-defined and effectively-implemented anti-bullying strategy, underpinned by a written policy that promotes a caring, friendly and safe environment. Staff are vigilant and respond swiftly and sensitively to any concerns, ensuring that pupils feel listened to and supported. Staff apply sanctions rarely, and only when pupils do not meet the school's consistently high expectations for behaviour, as shown in behaviour records.

Overall, pupils' attendance is excellent. At 96%, it is significantly above the England average, reflecting their strong engagement with school. The vast majority of pupils are always punctual to lessons. Leaders adopt different levels of interventions with parents when tackling persistent absenteeism.

The school's safeguarding processes are comprehensive. Staff receive regular, high-quality training to ensure that they safeguard pupils effectively at all times. Clear

signage with designated safeguarding leads' photographs helps pupils, staff and parents quickly identify whom to contact with any safeguarding concerns. Pupils know that the school's three counsellors and 28 mental-health-trained staff will support them at times of need. Pupils report feeling very safe in school. E-safety is an ongoing, high priority and incorporated into the PSHE curriculum.

Part 4. The suitability of the proprietor and staff

The school meets the requirements of this standard. Dubai British School Jumeirah Park fully meets safeguarding requirements, demonstrating a rigorous and well-structured approach that prioritises the safety and well-being of all pupils. A dedicated team of two human resources staff, supported by the Taaleem central office ensures that the recruitment procedures are robust, transparent, and consistently implemented. Background checks extending beyond staff include governing board members, contractors, and outsourced companies. No member of staff can take up a position at the school until these checks are complete.

A single central record (SCR) is securely maintained and regularly updated. It contains detailed checks on start dates, identity verification, medical fitness, the right to work in the host country, qualifications, criminal record checks and references. Where relevant, leaders carry out additional overseas checks, such as International Child Protection Certificates, where appropriate, following best practice and complying with local legislation. The principal and safeguarding governor rigorously review the SCR. They ensure its secure storage, upholding both compliance and confidentiality to the highest standard.

Senior leaders and board members have undertaken safer recruitment training to ensure that they consistently apply the highest standards of safeguarding across the school. Leaders have embedded a strong safeguarding culture, underpinned by clear systems and meticulous compliance. Their unwavering commitment to child protection ensures that pupils feel safe and well supported.

Part 5. The premises and accommodation

The school meets the requirements of this standard.

The school has two purpose-built campuses: one for early years and the other for primary and secondary pupils. The early years school is a purpose-built building accommodating children up to five and the primary and secondary campus houses

children aged five to 18. The campuses opened in 2014 and 2015 respectively and fully comply with the latest health and safety, acoustic, education standards and local authority regulations.

Each early years classroom has direct access to toilets and washing facilities, attached to the classrooms, and for the sole use of the children. Lighting is effective throughout, creating bright and focused learning spaces.

Teachers make highly effective use of modern technology in every classroom across both sites, enhancing the quality of teaching and learning. Engaging wall displays and a well-maintained environment enhance the positive impact on the pupils' learning. In the main school, the purpose-built gym, two swimming pools, music suite and specialist teaching rooms all add to the impressive range of facilities. In the early years school, an outdoor covered swimming pool further enhances the creative environment for the children. There is a library on each site. Both are fresh and welcoming spaces, appropriately stocked and staffed. There is labelled drinking water, air conditioning and soundproofing throughout both sites.

Medical treatment rooms include washing and nearby toilet facilities on both sites. A well-resourced medical team, including four nurses and two doctors, provides high-quality care and support for the entire school. There are 28 mental-health-trained staff.

Highly effective systems ensure the security of the grounds and premises on both sites. Skilled security staff manage the busy drop-off and pick-up systems on both sites with efficiency, ensuring pupils' safety at all times. On the early years site 42 and on the main site 180 security cameras along with outdoor lighting ensure that pupils, staff, children remain safe.

Standards of hygiene are high as a result of the work of the support staff who are diligent, well trained and well led. The kitchen facilities received the gold standard for hygiene from the Dubai Municipality's Food Safety Department. The outstanding quality, safety, and suitability of the premises across both sites ensure that pupils thrive in a secure, engaging, and exceptionally well-resourced learning environment.

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

The school meets the requirements of this standard. Parents are extremely positive about the highly effective start to their child's schooling in the early years' phase. This highly positive praise continues into the main school. In meetings with the inspector and in online surveys, parents stated that their children love being at the school. They praised the welcoming, supportive atmosphere with many expressing a strong sense of belonging and community. Parents praised the outstanding quality of additional support for pupils with SEND. They praised the extensive range of extra-curricular activities on offer. The inspection team agrees with their views.

Parents receive regular and detailed reports as well as formal and informal regular updates about their child's academic and personal progress. In the early years, parents have access to live information regarding their child's attainment and progress. On both sites, there are also regular parent and teacher consultations across the school year. Parents report being very happy with the frequent and detailed communication that they receive from the school and that they can offer suggestions to the school through class representatives. Parents described the teachers as supportive, friendly and professional.

The school's website is comprehensive and provides a range of easily accessible information about all aspects of school life. This includes information such as the most recent inspection reports, school contact details including proprietor, admission processes, examination results, university destinations, events calendar and news. Parents have access to school policies such as safeguarding, admissions, curriculum, SEND, EAL, behaviour and sanctions, bullying, health and safety, first aid and medicines, and complaints. The 'chat with a parent' function on the website allows prospective parents to gather further views on the school. Admissions staff are available to answer any questions and will arrange a visit to the school for these parents.

Leaders actively listen to parents and respond thoughtfully to their views, ensuring families feel valued and involved in the school. Parents report that leaders and teachers have an open-door policy which they appreciate. Parents also confirm that the school responds very effectively to all reasonable requests for information.

Part 7. The school's procedures for handling complaints

The school meets the requirements of this standard. The school implements a well-established complaints policy, which leaders communicate clearly and review regularly to maintain transparency and build parental confidence. The policy is easily accessible on the school's website, ensuring that parents and pupils remain fully informed and assured by the school's open and transparent procedures.

The policy outlines four clear stages with defined timescales, beginning with an informal stage that promotes open dialogue through the school's well-established open-door approach, involving both teachers and senior leaders. This culture of openness enables leaders to deal with concerns swiftly and effectively, often resolving issues before they escalate.

Although formal complaints are rare, the school maintains clear records and demonstrates a proactive approach to resolution. Where formal procedures are necessary, the policy ensures that parents can submit complaints in writing. A panel hearing process is in place, composed of at least three individuals who are not involved in the matter under review. One member of the panel is independent of the school's management and operations. Parents may choose to attend and bring someone to accompany them.

The panel's findings and recommendations are formally recorded, shared with relevant parties, and available for inspection. Leaders maintain a comprehensive written log of all complaints, recording outcomes and the actions taken. They handle all records confidentially and in accordance with local legal frameworks.

The school's approach to complaints reflects transparency, accessibility, and a strong commitment to resolving matters constructively. There have been no formal complaints in the current academic year.

Part 8. Leadership and management of the school

Leadership and management of the school are outstanding.

Leadership and management are outstanding, demonstrating strong strategic foresight, inclusivity, and a relentless ambition for excellence. The vision to: 'Enjoy, Aspire, Achieve' is more than a motto, it permeates every layer of the school's culture and drives the clear strategic direction.

Leadership is distributed, empowering middle leaders to contribute meaningfully to the school's improvement through active involvement in self-evaluation, departmental planning, and line management. In the current year, 11 leaders successfully achieved their National Professional Qualification (NPQ), with two more currently undertaking the programme. These achievements demonstrate the school's strategic investment in leadership development. To strengthen leadership capacity further, the school has proactively appointed an additional assistant headteacher in primary for the following academic year. It has also enhanced subject-specific provision by recruiting one extra teacher in business studies, science, and PE.

The leadership team ensures that the BSO standards are consistently met through rigorous quality assurance mechanisms. Preparation for inspection is meticulous, with clear alignment between self-evaluation, the school's development plan (SDP), and the Taaleem review cycle. Termly governor meetings and robust appraisal systems guarantee compliance and continuous improvement. Financial policies are transparent, with regular audits and clear internal controls.

The principal is line-managed and appraised through clearly-defined key performance indicators by the director of education. There is a clear and respectful separation of responsibilities. Governors provide challenge and oversight, while leaders implement strategic plans and manage day-to-day decisions. Meeting minutes evidence robust dialogue, with leaders presenting detailed updates and governors offering insight without overstepping their role.

Leaders at all levels are ambitious and inspirational. Middle leaders drive departmental strategy and contribute to whole-school development. Staff lead on areas such as evidence-based teaching practice, curriculum review, and inclusion.

Leadership visibility and the consistent modelling of the school's core values establish a strong and aspirational tone across the school. Staff feedback is gathered through reflective activities and working groups. Staff report that the school 'is always encouraging staff with their professional development; the leadership team really like to build from within the team', reflecting the deeply embedded culture of growth and empowerment. Staff describe the school as a collaborative, professional and empowering place to work. They feel listened to, supported and motivated. Leaders are visible and responsive. Well-being is prioritised through scheduling, workload management, and flexible working practices.

The school gathers stakeholders' views consistently through parent and pupil surveys, and class representative meetings. A clear feedback mechanism ensures that ideas shape current practice, for example, from changes to reporting to pupil-led suggestions on artificial intelligence (AI) integration. Parents highlight the warm, inclusive culture and high levels of care. Pupils report feeling safe, happy and challenged. Families highly value the rich co-curricular opportunities, including sports, creative arts and academic enrichment, along with the consistently strong levels of communication.

Safeguarding is strongly established in the school's culture, with robust systems that are consistently applied across all phases. Staff receive regular scenario-based training and engage in case study discussions during leadership meetings. Termly safeguarding reviews, including anonymised case evaluations, ensure that strategic oversight is rigorous and that practice evolves in response to real events. As a result, pupils feel safe, know how to seek support, and trust the robust systems that are in place to protect them.

Leaders actively promote equality and create a culture of respect, representation and belonging. Leaders actively champion diversity and inclusion, embedding these values across the school community. Through carefully planned events such as Autism Acceptance Month, Odd Socks Day, and International Day, leaders foster a culture of respect and belonging, ensuring all pupils and staff feel seen, valued, and understood. Leaders ensure diversity in leadership roles, with careful attention to equitable recruitment and representation. Reasonable adjustments, such as crèche provision for staff returning from maternity leave, reflect the school's deep commitment to inclusion and well-being.

The school's development plan is sharply aligned with assessment data and stakeholders' feedback, driving continuous improvement across all areas. Departmental action plans are rigorously reviewed each term, ensuring consistency, coherence and accountability in delivering whole-school priorities.

As a result, Dubai British School Jumeirah Park continues to evolve as a high-performing, inclusive community where every stakeholder is empowered to thrive and contribute to a culture of continuous improvement.

EYFS provision

Qualified, experienced practitioners lead and manage the EYFS provision extremely well. Leadership in early years is inspirational and sharply focused on continuous improvement. Leaders demonstrate a clear vision, ensuring consistently high-quality provision that meets the needs of all children. High parental demand has resulted in a waiting list, a testament to the school's well-earned reputation for its warm and inclusive environment. Children, including those with SEND, excel in all prime areas of learning by the end of early years. Staff ensure that children are safe and well cared for. The provision fully complies with UK and local early years statutory requirements. Children are well prepared for transition into Year 1.

Teachers place a strong emphasis on developing communication and language. Through a well-delivered phonics programme, children learn to blend and segment sounds effectively. Teachers consistently model excellent communication. They design and implement carefully planned learning indoors and outdoors, extending children's knowledge and interests. Children develop strong environmental awareness and a sound understanding of the wider world. They understand the importance of reusing, reducing, and recycling to protect the planet. Parents, staff, and children celebrated Earth Day enthusiastically. Teachers provide children with SEND tailored support that helps them thrive. They also develop a holistic understanding of each child's progress.

Children learn to manage emotions and build social skills effectively. Kindness and respect permeate the atmosphere in the school. Adults and children alike model these behaviours. Children share, take turns, and praise each other for kind acts.

Staff support parents from the beginning through excellent settling-in procedures and 'stay and play' sessions. Parents regard the school as a vital information source. Clear

communication channels and proactive parental representatives strengthen this partnership.

Post-16 provision

The sixth form is outstanding. With 138 students currently enrolled, leaders secure high levels of retention with 97% of students progressing from Year 12 to Year 13. Academic outcomes consistently exceed the England average. In 2024, 64% of students achieved A* to B grades at A level, outperforming the England average of 55%. Students benefit from an adaptable curriculum, offering 23 A-level subjects and/or a blended curriculum of A level and International BTEC in business, information technology, performing arts, sport and travel and tourism.

The head of the sixth form, together with the deputy head, a skilled team of seven tutors and a dedicated careers counsellor, set uncompromising standards and foster a culture of high ambition within a fully inclusive sixth form. They maintain rigorous entry criteria and place students on pathways that align precisely with their strengths and aspirations. The vertical tutor model ensures seamless pastoral and academic support, while the student voice shapes strategic decisions, including the sixth-form environment and leadership roles.

Teachers deliver consistently high-quality lessons that challenge, support and inspire. Staff use a rigorous assessment model, reviewing progress and setting personalised targets through students' progress meetings. Weekly tutorials ensure that interventions are timely and lead to clear targets for students. Mentors support smaller groups, particularly those aiming to move from grade A to A*. Staff maintain a cohesive approach between academic and pastoral teams, reinforcing high expectations.

The sixth-form 'super curriculum' extends beyond the academic, providing rich opportunities for personal growth, leadership, and future-readiness. Students engage with high-quality programmes that develop oracy, financial literacy, and life skills. They take ownership of enrichment, including student-led societies, careers events, and the mentoring of younger pupils. Staff personalise career guidance through one-to-one career counselling, and tailored work experience, both in and beyond school. Students articulate their goals with clarity and leave well-prepared for university, employment or self-employment. Many secure places at top institutions, including Russell Group universities in the UK.

Students demonstrate consistently positive attitudes and conduct themselves with maturity and respect. Attendance remains strong, and tutor time, assemblies, and earned privileges reinforce the school's high expectations. Leaders maintain open, responsive communication, and students describe the sixth form as exuding a culture of trust and care. Staff promote well-being through initiatives such as 'Well-being Wednesdays' and targeted examination support. Celebratory rites of passage, such as the graduation walk and the engagement of former students, reflect the sixth form's strong community and shared pride in achievement.

Compliance with regulatory requirements

Dubai British School Jumeirah Park 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). Dubai British School Jumeirah Park 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 point for development:

In a small number of classes, pupils' handwriting does not match the high standard expected in the school. Leaders should ensure that teachers adhere to the school's high standards for handwriting and presentation. As a result, all pupils' written communication in lessons will demonstrate their full knowledge and understanding clearly.

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	Dubai British School Jumeirah Park
Type of school	Private
Date school opened	2015
Age range of pupils	2.5- 18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	2132
Number on roll (part-time pupils)	N/A
Annual fees (day pupils)	54000 – 83000 AED
Annual fees (boarders)	N/A
Address of school	Y1-13: Al Worood St, Jumeirah Park, Dubai. FS: 1st road, Jumeirah Islands Dubai
Telephone number	971 04 552 0247
Email address	principal@dubaibritishschooljp.ae
Headteacher	Rebecca Coulter
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 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.

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