



JEDDAH PREP AND GRAMMAR SCHOOL

Philosophy, Shared Principles and Context

Philosophy, Vision and Mission

It is one of the main responsibilities of any Head Master to either maintain or develop a philosophy for the School. Policy and procedure is putting into practical effect the philosophy. In this way, our shared and agreed beliefs regarding our vision for the future, our mission to achieve this and our core principles which underpin day to day practice are the root from which all else we do here is derived.

Our vision for the School is a short but aspirational statement of what we aim to achieve at JPGS. This is stated below;

A diverse community dedicated to educating brave, innovative and confident children to their highest academic and creative potential.

The core business of any School is learning. The School has agreed on the following definition of learning, which should be at the heart of all that we do and aspire to be.

The acquisition, retention and application of knowledge and skills through explanation, experimentation or experience which leads to a transformation of thinking, increased capability and behavioural change in the future.

Our Mission statement provides more detail of what we must aspire to in the short to medium term in order to bring about the achievement of our vision. This is stated below.

Education is not the process of filling an empty vessel, but lighting a fire in the hearts and minds of the young with whom we are privileged to work. As a community, we are dedicated to providing children with the very best that British international education has to offer. We wish to stand proud as a beacon of academic excellence; but also a community where pupils also learn the lessons of lasting impact and true worth: self-discipline, integrity of character, care for others, and a sense of values. We encourage the fullest development of each individual's personality and talents.

A child's time at school must be a period of growth for each individual to explore their mind's full potential. This cannot be done by taking the conventional path at all times, but requires us to foster a culture of embracing rather than avoiding risk. We not only foster intellectual development, but focus equally on establishing a strong sense of community, moral character and self-confidence. We place a strong emphasis on cultural, creative and sporting activity alongside a first-class academic curriculum.

JPGS brings children together from many nations to learn and grow together, and as such, tolerance and respect is required to be shown towards both our host culture and society, and all members our community. Each individual must accept responsibility for his own or

her own actions and must relate to others with sensitivity. All members of our community must be able to expect to live and work in a safe and secure environment.

The School must act in open and honest partnership with families. Effective communication, tolerance and mutual respect are at the heart of this. These elements combine to provide our pupils with the knowledge and skills to thrive in a globally mobile, competitive world. We aim to see all our pupils confident to take their rightful place amongst the best and the brightest, able to work at any level in any part of the world.

The core principles are simple philosophical points which all colleagues are required to apply to their role, tasks and conduct around the School. Keeping these principles in mind in terms of our pedagogy, behaviour and expectations on a daily basis helps us work cohesively to implement the vision and mission.

- Academic Excellence
- Curiosity and Innovation
- Cultural Dexterity
- Collaboration and Communication
- Mutual Respect
- Security, safety and happiness

These statements are in effect what supports the vision, shapes the culture and reflects our values.

Context and History

The International British/Dutch School was opened in 1967 in a two-villa off Tahlia St. with the intention to provide an education to the young children of primarily expatriate British and Dutch workers, and those of a relatively limited range of other nationalities living in Jeddah. Soon known by its far more familiar title of Jeddah Prep School, pupils followed a largely British curriculum, and as the eldest children grew older, evolved to include the Grammar School which prepared children for O-Levels. In 1997, the School moved to its present site on the Continental Village Compound in Al Naim district of Northern Jeddah, close to the Medina Road. At this location, the School grew and stabilised at around nine hundred pupils, and following the opening of the Sixth Form in 2003, provided an education for children from the ages of three to eighteen. Girls and boys were and still are taught together throughout their time in the School, without segregation or distinction.

In the early years of the 21st Century, tensions in the Middle East as a whole saw the size of the British and Dutch expatriate population dwindle somewhat in Jeddah, and the School's population changed to include many more Saudi Arabian children and others from around the Middle East, the Indian sub-continent and other parts of Asia. The number of the children from the Netherlands dropped to extremely low numbers, whilst the British proportion levelled out at approximately 15% of the School.

Approaching the 50th Anniversary of the School in 2017, JPGS is the longest-established British Preparatory and Grammar School in the region. The School follows a modified form of the National Curriculum of England and Wales and the curricular set by the Cambridge International

Examination board for IGCSE and A-Level public examinations. Many of the pupils matriculate to British Universities after leaving the School. The School is a member of BSME and SAIKAC.

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