



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Fujairah Private  
Academy**

**United Arab Emirates**

Date  
Inspection number

**19<sup>th</sup> – 21<sup>st</sup> April 2022**  
**20220419**

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DfE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of pupils; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding, if appropriate); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for pupils and pupils' achievements.

This inspection was completed by Penta International UK. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the DfE on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, almost 100 full or part lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management team, a range of teachers, representatives of the governors and group of pupils. Two school days were monitored.

The lead inspector was Dr Mark Evans. The team members were Faissal Emil Bou-Orm, Nan McKeown and Rayan Sibai.

## 2. Compliance with regulatory requirements

Fujairah Private Academy meets all the standards for British Schools Overseas accreditation.

### 3. Overall effectiveness of the school

Fujairah Private Academy (FPA) provides a very high standard of education and care: the distinctive atmosphere, attention to detail and real sense of school community lead to strong learning and an excellent focus on individual pupils' wellbeing and needs.

The school culture is positive, warm and welcoming. The pupils feel safe and secure and have excellent relationships with one another and with their teachers. Parents, pupils and staff are highly committed to the unique ethos of the school. They feel valued and appreciated: many pupils expressed their pride at being part of FPA. The curriculum is broad, creative and balanced, enriched by a range of extra-curricular activities.

#### 3.1 What the school does well

- The school has a strong and highly effective ethos of tolerance and care towards others.
- The behaviour, engagement and attitudes of the pupils are exemplary: they display high levels of maturity, self-awareness and self-confidence.
- FPA nurtures responsible, forward-thinking and innovative pupils: it is highly successful in meeting their moral, social and personal needs.
- The principal, supported by the senior and middle leaders, provides strong and highly effective leadership and management.
- The relationships between teachers and pupils, and amongst pupils are outstanding: they feel happy and secure in school and in their learning.
- The premises are very attractive, well maintained, provide spacious and appropriate accommodation for pupils' learning: the provision for the health, welfare and safety of pupils is a strength.
- Teaching is good or better: many lessons are excellent.
- Effective intervention ensures all pupils are learning, no matter what their needs are.

## 3.2 Points for improvement

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

- i. Further improve learning, teaching and assessment, for example by
  - sharing best practice, especially in those aspects of teaching that directly relate to pupils who speak English as an additional language (EAL)
  - improving consistency and the use of individualised target-setting
  - ensuring that newer members of teaching staff have wide opportunities to learn from their more experienced peers
- ii. Further development of the curriculum to ensure it is consistently innovative and supportive of a high level of challenge for all pupils
- iii. Ensuring that the FPA performance management policy is fully implemented and its impact monitored, to ensure consistently high standards of teaching and pupil attainment

#### 4. The context of the school

Full name of School	Fujairah Private Academy		
Address	PO Box 797 Academic City Near City Centre Fujairah United Arab Emirates		
Telephone Number/s	+971 9 222 4001 +971 9 222 1140		
Fax Number	+971 9 222 1710		
Website Address	www.fpa.sch.ae		
Key Email Address/s	principal@fpa.sch.ae		
Principal	Ms Jan Brettingham		
Chair of Board of Governors/Proprietor	Chairman HH Shaikh Mohamed Hamad Al Sharqi Crown Prince of Fujairah <i>The school is owned by the Fujairah government</i>		
Age Range	4 – 18 years		
Number of Pupils	Total 688	Boys 356	Girls 332
Pupil Numbers by Age	0-2 Years NIL	3-5 Years 126	6-11 Years 381
	12-16 Years 171	17-18 Years 10	18+ Years 0
Total Number of Part-Time Pupils	None		

Fujairah Private Academy (FPA) is an English medium school in the UAE, providing education for Early Years, primary, middle and senior pupils. It started in 1982 as a small primary school near the beach. In 1990, the school was extended to provide an education for pupils of secondary age: when the school expanded even more, a purpose-built campus was built. This has been fully operational since April 2003.

FPA is a non-profit making organisation owned by the Government of Fujairah, under the patronage of His Highness Shaikh Hamad Bin Mohammed Al Sharqi, Member of the Supreme Council and Ruler of Fujairah.

A British style education is offered in a bilingual setting with the pupil body currently comprising 85% Emirati students, 15% nationals of other Arabic countries, western and Asian countries.

The National Curriculum of England is followed in core areas and pupils are prepared for the Edexcel GCSE, GCE AS and A2 level examinations. *Thanawa Ama* equivalency is available for Emirati and other pupils of Arab nationality.

The school is staffed by people from a wide variety of nationalities and cultural backgrounds, working together. Each pupil is regarded as an individual and the school aim to provide a purposeful and friendly atmosphere for their academic and personal growth. Creativity and individual enthusiasm are valued, as are tolerance and co-operation.

The school is organised into 3 sections:

- Primary - EYFS, Years 1-4
- Middle - Years 5 and 6
- Senior - Years 7-13

## 4.1 British nature of the school

FPA has many aspects that combine to make it distinctively British: the teaching staff (almost 90% are UK trained and experienced), the curriculum and the holistic approach to education, for example.

The school delivers the English National Curriculum and follows the UK's Early Years and Foundation Stage guidance. They are adapted to suit the context. The school is organized into key stages (KSs) and year groups. The ethos of tolerance and respect is evident: pupils are respectful and courteous towards staff and each other.

Nearly 90%% of teachers involved in teaching the national curriculum hold recognized qualifications from the UK. Most of them hold qualified teacher status (QTS). There are 6 newly qualified teachers who are completing their 2-year induction period at the school. There are also 6 teachers from New Zealand who hold a teaching license from their home country. All senior leadership team (SLT) members are British.

The school adopts a house system with house captains and class prefects who are managed by the head boy and girl. Although paused for the duration of the pandemic, extra-curricular activities are extremely important. The primary school took part in the British science week and the BSME competitions: there is a variety of clubs that pupils can join.

Interviews with parents indicated that they are pleased with the British curriculum because it provides the pupils with long life skills. They are happy with the extra-curricular provision at the school and the effective pastoral care their children receive.

The school is an active member of the British Schools in the Middle East (BSME).

## 5. *Standard 1* The quality of education provided by the school

Overall, the quality of education provided at Fujairah Private Academy is good and in many respects, excellent.

### 5.1 Curriculum

FPA provides an excellent curriculum which is broad and balanced. It is based on the Early Years Foundation Stage (EYFS) Framework and the English National Curriculum, modified to suit the diverse cultural context. It also complies with the requirements of the Ministry of Education while respecting local culture and traditions. The school follows the UAE Ministry of Education approved syllabus for Arabic, Islamic, Social Studies and Moral Education. The principal language of instruction is English.

Students are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning throughout their school journey and enable them to be successful in the community. The school promotes the values of: the rule of law and mutual respect and tolerance of those with different backgrounds and beliefs.

The school has a written curriculum policy which is supported by appropriate plans and schemes of work. The policy is implemented effectively, enabling pupils to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives pupils experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. Comprehensive schemes of work are in place and ensure that the curriculum provides opportunities for all pupils to learn and make good progress. Gifted and Talented pupils are extended within class lessons. Pupils with identified special needs have additional support to access the curriculum at their level.

The EYFS curriculum is delivered to pupils in KG and Reception. This curriculum is focussed on building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. There is a creative approach to learning with a mixture of teacher led activities and continuous provision. The Early Learning Goals are tracked for each pupil.

Key Stage 1 follows the Creative Curriculum; science, art, geography and history are taught together in thematic lessons. Key Stage 2 more closely follows the curriculum as set out in the programmes of study with subjects being taught discreetly but with cross-curricular links encouraged. Subject specialist teachers

are used in Key Stage 1 for the following subjects: computing and music. In Key Stage 2 specialist teachers deliver art, music, drama, computing, physical education and French (Years 4 to 6). Health education and moral, social and cultural development are covered through the moral education curriculum, assemblies, and circle / mentor time.

The introduction of 'Read Write Inc.' (RWI) into the primary curriculum in response to concerns over phonics and reading levels, has had some success. Due to school closure during the pandemic and further social distancing restrictions of setting within Key Stage 1, the full benefit will follow in due course.

The curriculum is continually being adapted and revised to best suit the current needs of all pupils.

In Key Stage 3, the curriculum is both innovative and effective. It follows an integrated studies (INST) approach. The curriculum is split between enrichment and non-enrichment groups in English and Humanities. Apart from mathematics, English and integrated subjects, pupils are taught in mixed ability groups. All pupils study French until Year 10 when it becomes an option. All subjects taken by UAE nationals must be on the list of approved subjects for *Thanawa Ama* and scholarship requirements. Pupils in the secondary school work towards GCSE, IGCSE and GCE advanced level qualifications.

Parental feedback indicated a preference for more GCSE subject choices although this is not currently feasible due to low numbers of pupils for each of the subjects requested.

The personal, social, health and economic education curriculum is developed continuously throughout the school. It promotes tolerance and respect for others regardless of differences. Extra-curricular activities and trips enrich the curriculum although these are currently suspended due to national restrictions.

## 5.2 Teaching and assessment

Overall, the quality of teaching and assessment is at least good, and regularly excellent.

Teaching enables pupils to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they progress through the school. Lessons encourage pupils to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Teachers show very good understanding of the aptitudes, cultural background and the prior attainments of the pupils. In particular, there is a good awareness of the needs of learners who speak English as an additional language (EAL). Teachers plan effectively, including a variety of activities to stimulate learning and challenge thinking. Delivery is well paced and almost always shows great enthusiasm from the teacher, which in turn promotes engagement from the pupils.

Because of the skill and planning of the teachers, pupils are actively involved in their learning: they work cooperatively in small groups, with genuine enjoyment. There is good questioning, including peer- and self-assessment. Pupils are often asked “Do you agree with that answer?”: they discuss answers, reflect on strategies and embed their learning. There is often good use of real life problems, such as the heights of 3 individuals in a Year 3 lesson. The teacher challenged the pupils to use scaling to solve multiplication problems: pupils were further encouraged to discuss their answers together, reflect on their strategies and develop the concept.

Teaching supports fundamental British and UAE values. There is an evident respect for individual human differences. Class time is managed appropriately, and teachers’ subject knowledge is good, as reflected in the confident delivery of lessons. In the best lessons, teachers used targeted questions specific to each pupil, which effectively underpinned their knowledge acquisition and ensuring they make progress. For example, in one Year 7 lesson, pupils were challenged to answer GCSE questions: many successfully completed the task. Similarly, in a Year 9 lesson, pupils were able to predict elements of a story from the cover of a book after being skilfully supported by the teacher, through guided and probing questions.

Planning of lessons is good. During an Islamic Studies in Year 1, the pupils make good progress from the beginning to the end of the class: they lived up to the high expectations of the teacher’s carefully organised questions. The educational resources in the room were suitable and used appropriately to deliver the lesson outcomes. Students responded properly to the interactive videos and sounds played. The teacher was energetic and fast with good subject knowledge and correct language. The positive impact was very clear on both the pupils’

engagement and the outcomes of the lesson.

In a KS2 mathematics lesson, excellent planning and clear learning objectives meant that the pupils learnt well. The teacher started with a fun warm-up activity asking the pupils to write on their small boards then moved around the tables and give her feedback. The tasks became gradually harder, adding three digit and four digit numbers. Most of the pupils solved the worksheets and the teacher finished the lesson with extra questions. The pupils were excited by their learning, and the outcome was achieved. When asked, many pupils suggested that mathematics was their favourite subject.

In the less successful lessons, there was more teacher talk and less pupil involvement. Pupils were well behaved but sometimes disinterested. They were not challenged to think for themselves. There were missed opportunities to use online platforms to engage pupils in learning independently and to enhance the learning experience through games, quizzes and interactive simulations.

The FPA learning environment is of a good quality and care is taken with classroom and corridor displays, which are stimulating spaces in which to learn. Teacher marking and feedback to pupils is good with helpful comments on how to improve. Teachers in general are competent users of computers and digital projectors, to display learning materials.

There is a clear framework in place to assess pupils work regularly and thoroughly and use the information from that assessment to plan teaching so that pupils can progress. Teachers give regular and detailed feedback through marking in the pupils' books. Students are well aware of the various assessment and tracking systems and are active participants in the process. Individual target setting is used effectively to support pupil progress. Effective 'assessment for learning' practices are embedded throughout the school.

### 5.3 Standards achieved by pupils

Standards are good: progress made is good or better across all key stages. Standards at the end of KS 4 exceed UK national expectations.

The majority of pupils enter the EYFS with English as an additional language and many arrive with little or no spoken English. The Early Year Framework 2021 has been adopted since the start of the 2021-2022 academic year. Baseline entry data is based on teacher assessment. The progress of pupils is evaluated and assessed against the early learning goals. Record keeping is detailed, and *classroom monitor is* used to ensure that pupils are effectively monitored and supported. RWI pre-pandemic data shows that the percentage of children achieving D and above has increased from 52 to 57% by the end of 2018-2019 Academic year. Attainment in literacy, communication and language are understandably effected by the high levels of pupils who speak English as an additional language (EAL).

In Key Stage 1, reading is assessed using RWI. Since 2018, new RWI assessments were implemented to include timed reading, grammar, and comprehension. The introduction of RWI is having a significant positive impact on reading standards with data showing that 27% of pupils achieved D and above in 2022, compared to 2.4% in 2020. Phonics development at the end of Years 1 and 2 remain slightly below the UK national expectations but are rising. Writing levels are assessed four times a year and evaluated against national curriculum levels. Current end of term 1 writing levels shows a drop, compared to pre-pandemic levels and are lower than UK national expectations. Additional literacy has been added to the curriculum to address this attainment gap.

The school uses the Abacus test, which is administered every half-term, to track the performance and progress levels of pupils in numeracy throughout Key Stages 1 and 2. SEF indicates that 91% of pupils achieve the expected level and above at the end of Year 1. This figure drops to 70% at the end of Key stage 1, compared to pre-pandemic figures that show an increase from 88% in Year 1 to 93% by the End of Year 2. Solving word-problems is an area the school has identified for improvement. The school has introduced sequential teaching of problem-solving from Early Years up to Year 6 to address that area.

All KS2 pupils complete the RWI sample writing test. In Term 1 of the current academic year, 57% of Year 3 pupils and 29% of Year 4 pupils achieved at the expected level or above, compared to 64% and 29% in 2019-2020 academic year. In mathematics, based on the National benchmark given by the Juniper Benchmark Analysis Tool pilot data, Year 4 ranked in the top 50% of schools in 2020-2021 compared to bottom 25% this year due to the current Year 4 having studied all their Year 3 content online. The school has conducted INSET to address this gap.

The pupils continue to make progress across Key Stage 2 towards UK national averages. No external assessments have been conducted since 2019 due to the pandemic. Based on end of year assessments from GL assessment progress tests in 2019-2021, and triangulated with formative and internal summative assessments, 85% of pupils achieved level 3 or higher in reading. NGRT data also show that pupils are working below National expectations level but making progress from Year 4 to Year 6. The percentage of pupils achieving level 6 and above in mathematics at the end of Year 6 has consistently dropped since 2018 due to the increasing numbers of EAL pupils (>95%) in each cohort. The school is introducing Fresh Start intervention to address the literacy issues affecting the achievement of pupils in mathematics.

In middle and secondary, the school uses NGRT and CAT4, with data from formative and internal summative assessments, to stream pupils in mathematics into extension, core and support groups. English, as well, is taught as part of the integrated studies programme to facilitate early intervention. The teachers implement the use of a range of tracking and monitoring systems to track progress and provide support. Good progress is made as they progress from KS 3 to KS4. Comparing baseline assessment data in Year 7 to their GCSE results, pupils in the support group in mathematics average 5.5 levels of progress, core group average 3.5 levels, and the extension group is close to 8.7 levels of progress. This exceeds UK National expectations.

In KS4, attainment data indicates that the school outperforms UK National expectations. In 2021, 29% of pupils achieved between 9-7 in mathematics compared to 21% in all Edexcel, and 94% between 9-4 compared to 69% in all Edexcel. In 2021, 17.6% of pupils achieved grade 9 and 95.5% gained grades 9-4.

The cohorts for AS and A2 level are small. Excellent progress is maintained in Key Stage 5. 62.1% of pupils achieved A-C in 2019 compared to 71% in 2020 and 85% in 2021. Students perform well in AS economics, statistics and computer science. Currently there are no pupils in Year 13. Students enter universities in the UAE, as well as overseas in countries such as UK and USA, after graduating from Year 12.

## 6. *Standard 2* Spiritual, moral, social & cultural development of pupils

The spiritual, moral, social and cultural development of the pupils is excellent.

FPA actively promotes tolerance and a respect for human differences. These values are embedded in the culture and ethos of the school. The school precludes the promotion of partisan political views in the teaching of any subject in the school.

Students are very well behaved. They respect the teachers and obey the rules. The teachers and the pupil relationships are good. Students happily and confidently interact with the teacher and other pupils in a class.

The pupils' spiritual development is excellent. Students in many classes were keen to talk about the different spiritual aspects about Ramadan and fasting. They were asked which celebrations they have attended during the academic year: they mentioned in particular, national day and flag day. The pupils have clear understanding about the Emirati culture. Students express their feelings and love towards Fujairah as well as other Emirates. They were also able to express their opinions about and knowledge of different Emirates in the UAE.

The spiritual, moral, social, and cultural development of pupils is enhanced through the extra-curricular activities and displays around the school, for example the Olympics, *Expo2020*, Ramadan and Islamic art. Students have a clear understanding of what is expected of them in terms of behaviour. They are able to distinguish right from wrong and nearly all the time, act politely. The impact of the school's policy on behaviour and respect for all is evident during the classes and between the pupils.

After meeting the heads of section and SMSC coordinator, it is clear the school is meeting the cultural aspect by creating different local and international activities, but due to the pandemic most of the activities were stopped. There are good opportunities for pupils to develop cultural interests and awareness and to develop their talents through the cultural life of the school.

In terms of respect for freedom of expression, pupils are confident about speaking up if there is something in school that they would like to change. Moreover, their attitudes to learning are consistently positive and have a good impact on their progress.

Students are provided with a broad general knowledge of the responsibilities of citizenship in Fujairah, in the UK and internationally. Curriculum experiences ensure that they acquire a good knowledge and understanding of modern British life including attitudes that clearly reflect the principles inherent in UK society. Students are required to reflect on the school motto 'in tolerance and understanding' and its application to all aspects of society. Comments from a number of pupils suggest that they would like

further opportunities to participate in school trips and more social activities, as the pandemic stops.

Parents feel that a core strength of the school was its family atmosphere and the teaching of positive values and attitudes, towards their learning and towards life in general.

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

This is excellent. The procedures and practices for welfare, health and safety of all pupils at FPA are of a very high standard.

Policies and procedures have been established to ensure pupils are always kept safe and in a secure environment. All members of the senior leadership team have completed Safeguarding training Level 3 qualification. Teaching staff receive safeguarding training and have a clear referral system to follow if they have any concerns. Thorough recruitment checks are carried out for all potential members of staff. Pupils receive e-safety lessons and know who they can talk to if they feel unsafe at any time.

Due to the Covid pandemic a comprehensive range of measures have been introduced. All visitors and staff have a temperature check on arrival at the school gates. The wearing of masks is mandatory. Pupils are required to have weekly PCR tests. Test results and vaccinations are tracked on a database. Hand-sanitisers are available throughout the school. Pupils follow strict guidance on social distancing. Teaching styles and groupings of pupils have been adapted to ensure compliance with all government health regulations. Cleaning of the premises is regular throughout the day. Non-essential furniture and soft furnishings have been temporarily removed from classes.

Visitors are required to sign in and out of school. Security guards are on duty 24 hours a day and assist with traffic at busy drop off and pick up times. Traffic flow is managed well with smooth flow of vehicles entering the perimeter. Staff provide good supervision at end of the day ensuring pupils are collected by recognised parents and carers.

Standards of behaviour at the school are exemplary, underpinned by a behaviour policy promoting positive behaviour management. Anti -Bullying week is held annually. Instances of misbehaviour are rare. The school has a system to record any serious incidents should they occur. Positive praise was evident in most classes during observations. Pupils are courteous, kind to each other and respectful to their teachers.

A health and safety officer oversees the implementation of the health and safety policy. Maintenance checks are carried out frequently to ensure any potential hazards are identified and appropriate action is taken. Procedures are in place to ensure the safe use of equipment in the science labs.

The school has evacuation routes mapped out. Routes are posted in classrooms and key areas of building. Fire evacuations take place regularly and are fully documented. Civil defence checks take place ensuring compliance with all local regulations.

The school has two qualified nurses on site, with a well-resourced medical room meeting all regulations. A record of all pupils visiting the medical room is maintained. Any

medicines required for administration during school hours are kept safely in the medical room.

Pupils are encouraged to eat healthily although improving fitness has been noted as a target following the pandemic which resulted in pupils having less opportunities to exercise.

The level of supervision at break is good, with a clear timetable of staff who provide a safe and caring environment for all.

Comprehensive risk assessments are carried out for all trips. All potential trips must first be approved by the principal.

Admission and attendance registers are appropriately maintained and comply with local regulatory requirements. Whole school attendance is tracked and analysed. Any issues are followed up and targets set for improvement. Attendance for 2021-2022 was 93.6 %

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

The suitability of the proprietor and staff easily meets the BSO standard required. FPA is wholly owned by the government of Fujairah and under the patronage of His Highness Shaikh Hamad Bin Mohamad Al Sharqi, Member of the Supreme Council and Ruler of Fujairah. The Chairperson of the Board is His Highness Shaikh Mohamad Bin Hamad Al Sharqi, Crown Prince.

Responsibilities with regard to the safeguarding and welfare of pupils are clearly understood and effectively discharged. Procedures have been put in place to ensure staff appointed meet best practice regarding safe recruitment procedures. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, medical fitness, right to work in the United Arab Emirates and their previous employment activity.

The number of teaching staff has increased since the last inspection. This is in response to the curriculum choices that are available, to smaller class or group sizes in some year groups and to a focus on supported learning throughout the school. There are currently 75 teachers in both English and Arabic Departments which is a good match for curriculum requirements. Collegiality underpins the work of the school.

Recruitment is undertaken by the principal through personal interview or since the pandemic, by online interview. Applicants recommended by agents are all interviewed, and reference checked. A professional reference is required from the head teacher or university tutor of all applicants. Staff without this reference are not employed. All new staff need to complete a medical disclosure form.

In order to obtain a work visa all staff must have their certificates authenticated by a notary public, Foreign and Commonwealth Office and the UAE Embassy. This verifies their validity. All applicants for work visas undergo a security check by the relevant official authority in the UAE to verify their right to work in the country. All teaching staff must have a relevant qualification for the age they teach. Staff understand their roles, but not all new staff are familiar with the roles of others.

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

The school occupies a campus of 66,500 square metres divided into 4 sections to accommodate the different age ranges in the school: the EYFS and primary section, middle school housing grades 5 and 6, the senior school section accommodating grades 7-11 and a 6<sup>th</sup> form block accommodating grades 12-13. There is a separate science block that comprises science labs, science prep rooms and ICT suites. The campus also includes landscaped gardens, covered outdoor playgrounds, sport facilities and a large library. The onset of the pandemic has delayed plans to upgrade the sporting facilities by resurfacing pitches and building a roof over some of the courts so that they can be used during the summer months.

Across the school, all classrooms are spacious, well-lit, and ventilated. There are displays on walls inside the classrooms and in corridors showcasing pupils' work and subject-specific content which creates a stimulating learning environment. Students in the primary school have access to iPads and in senior school, pupils have an ICT lab in each block. The school has upgraded the ICT infrastructure during the pandemic to cope with traffic generated by online learning.

The medical room is suitably furnished with nearby washing and toilet facilities. A partition of the room is used for medical examination, treatment, and short-term care of injured pupils. The school nurse is available during the school day and there are special medical provisions in place for 2 pupils with medical conditions. The school provides clean and hygienic toilet facilities for boys, girls, and staff. Drinking water is available across the school, but because of Covid-19 restrictions and the Holy Month of Ramadan, drinking water fountains have been removed.

The school site is secure and surrounded by a perimeter wall. The site is locked down during the day. Gate security restricts access only to authorized personnel and visitors who provide proof of identity documents. Student attendance is taken at the end of each break. Students are escorted in an orderly manner to the school gate at the end of each day and are not permitted to leave the premises until summoned by a duty staff member when their parents arrive.

Water and drainage systems meet local requirements and are tested regularly. Emergency evacuations are held regularly and monitored for effectiveness. The school premises are used solely for school business.

## 10. *Standard 6* Provision of information for parents, carers and others

Overall, the provision of information provided by the school to parents, prospective parents and its wider community is excellent.

Contact details of the school and the governing body are provided appropriately to parents and prospective parents, in addition to a statement of the school's ethos. This is supplemented by particulars of the school's policy on admissions, misbehaviour and exclusions. Parents and prospective parents are made aware of the education and welfare provision for pupils with special educational needs, and for pupils who speak English as an additional language.

The school's website now provides information about the different sections of the school. There is specific reference to the school complaints policy and where it can be found in the handbook. Particulars of the school's academic performance during the preceding school year are available on request. Pre-pandemic, much of the information was provided face-to-face when it involved a pupil. The use of SMS has enhanced the receipt of information in a speedy and efficient manner. The parents suggest that they prefer this method of receiving information.

Pre-pandemic, less formal communication occurred in the home/school book and homework diary, but this has now been replaced by *Seesaw* in all sections of the school, which parents state they really like. Personal interviews can be requested by both parents and teachers by appointment, through the administration office. The primary head teacher is available for consultation at the start and end of the school day when pupils arrive and leave. Heads of section telephone parents when the need arises or call by phone, via the parent liaisons (in the case of Arabic-speaking parents). A meeting may be arranged between individual subject teachers with an Arabic translator present, when required. All official written communication is sent in English and Arabic by the principal of the school only, as per board policy.

The school reports formally twice a year for KG1 to Year 10 and once for Years 11, 12 and 13. Pupils receive learner analysis statements throughout the year which use the traffic light system with a short comment added by the teacher, to show parents progress of their children. This then allows the school or the parent to arrange a call to the parent to discuss any matters of concern. The emailing of these documents has been a positive outcome of the pandemic restrictions.

Interviewed parents were very happy with the school and the provision made for their children. They were particularly impressed at the manner in which their children are encouraged to be accepting of others and tolerant of their differences.

## 11. *Standard 7*

### The school's procedure for handling complaints

The school's procedure for handling parental complaints fully complies with the BSO standards.

There is a formal complaints procedure that is transparent, accessible and effective. It takes into account local laws and regulations. Although complaints are rare, all matters raised are taken seriously and followed up through systematic channels. The school's multilingual parent liaison assistants are approachable and assist parents with any concerns. Parents are encouraged to use this as a first step with any issues. The complaints policy is attached to the parent handbook and is also available on the school website. All new parents meet with the principal at which time the complaints procedure is fully explained.

Wherever possible concerns are dealt with quickly by the most appropriate member of staff. The complaints procedures are rigorously adhered to and highly effective in ensuring that a complaint is dealt with at the appropriate level. Parents may also direct concerns to the attention of the school through the home/school book or homework diary, in writing or verbally direct to the head of primary who is always available at the start and end of the day. Clear timescales are set for each stage of the process.

Formal complaints can be made in writing to the principal. Following an investigation, the parent will receive a written response. If the parent remains dissatisfied, they may then take the complaint to the school board, either through the office of the Crown Prince, the Chamberlain of the Diwan in person, or via the email address given in the complaints policy. The principal is required to write to the parent with the school board's decision on the matter in English or Arabic. Parents have a further option to request an appointment directly with the board. Written records of formal complaints, including records of all meetings and interviews relating to all complaints, are held in confidential files.

## 12. Standard 8 Leadership and management of the school

Leadership and management at FPA are excellent.

The principal provides the highest quality leadership, as shown through the pandemic. She has a strong senior team who ensure that the school's educational vision is clearly understood by all staff.

The aims and visions of the school were laid down in a meeting with His Highness and the board of the school in 1990, to develop a school of that promotes a holistic approach to education in a bilingual environment, preparing pupils for modern day challenges. This clear educational direction, still driven by the board, is reflected in the quality of education, care of the pupils and the fulfilment of the school's aims and ethos, which is *'to promote a holistic approach to education in a bilingual environment preparing pupils for modern day challenges'*.

The board provides an effective blend of experience, cultural input, financial direction along with an awareness of the uniqueness of the school and the education it offers. Financial management is very robust. The Private Office of HH The Ruler has overall control of this; however the principal manages allocation. The school is not-for-profit and has subsidies for capital expenditure. For example, in 2020 at the start of the pandemic, the school IT system was upgraded when online learning started and currently the re-surfacing of the sporting areas is being undertaken at the expense of the government, not the school.

The vision is very much in evidence throughout the school. It is explained to new staff during induction; it can be seen in the day-to-day workings of the school, from the promotion of tolerance in a multicultural environment through assemblies and the guidance given to staff. There is a strong consensus on respect shown towards the host nation culture and traditions. This extends to other cultures and religions as the pupils are informed on tolerance and understanding of others.

There are excellent relationships between the principal and the board. The principal is both supported and held to account. At all levels, leaders set a clear direction supporting a high quality of care and education. A recent staff survey showed 98% of staff felt that leadership has clarity of vision, is visible and is approachable. The vision and aims of the school are laid down in the staff and parent handbooks. There is less clarity on long-term strategic development, however.

There is evident parental awareness and agreement of the vision, which helps to create a strong sense of partnership. This became even more developed during the pandemic. Many parents feel privileged to send their children to the school.

The school improvement cycle documentation shows how action plans and department evaluations target areas of weakness, with a genuine commitment to improving standards across all aspects of school life. The timetable for this is not as clear as it could be, however. Teaching staff are involved in school evaluation, which improves devolved responsibility: the principal is clear that everyone is responsible for helping the school improve. Academic and pastoral leaders, with their teams, evaluate their own area of work, including standards achieved: they then set targets based on these evaluations. This has resulted in a self-evaluation document that has clear targets, with success criteria and a timeline for action.

The school is very well run on a day-to-day basis. There is efficient and effective management: administrative procedures, departmental evaluations, performance management and lesson observations show that middle managers oversee their departments well. The school has just started using a software tracker for continuous professional development (CPD) which allows online performance management and links to the school improvement plan.

Additional evaluation is undertaken by staff who join focus groups. For example, the online e-safety groups have been very successful, and a literacy focus group produced some very appropriate recommendations, which have been implemented and are already having positive impact on pupils' attainment in primary.

Since the last inspection, the school has created the role of vice-principal, responsible for pupil affairs. The school and the pupils also benefit from a well-established middle and senior team. Clear job descriptions exist for positions and aid clarity of purpose, although not all are up-to-date.

Initiatives from the Ministry of Education are addressed as a priority. In addition, CPD funding is prioritised on the basis of the school improvement plan, curriculum development targets and, where opportunities are relevant, to individuals' targets. Staff cascade their learning to other staff, so creating the greatest possible impact from each CPD experience. Staff changes have meant that many middle managers have not yet received dedicated middle manager training. However, the principal has successfully mentored the heads of middle school and primary through their NQPSL.