



**British School  
Overseas**  
Inspected by Penta International

**Inspection report**

**Fujairah Private  
Academy**

**United Arab Emirates**

**Date**  
**Inspection number**

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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, 53 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 students. Two school days were monitored.

The lead inspector was John Cranfield. The team members were Geraldine Cranfield, Glyn Kilsby and Assile Al Mani.

## 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 School is a good school with outstanding features. Students make good progress as they move through the school. IGCSE results exceed UK national expectations.

Personal development is of a high order. Students feel secure and valued. They well supported by excellent pastoral care and robust welfare, health and safety policies and procedures.

Students, parents and staff are highly committed to the school and feel valued and appreciated. The curriculum is broad and balanced, enriched by a range of extra-curricular activities.

### 3.1 What the school does well

- Senior and middle leaders, under the guidance of the principal, provide strong leadership and management.
- Relationships between teachers and students and students and their peers are outstanding and ensure that they feel happy and secure in their learning.
- Behaviour and attitudes of the students is exemplary. They are a credit to the school.
- The standard of presentation of students' work is high.
- The school nurtures responsible students and is highly successful in meeting their social and personal needs. They display a high level of self-awareness and self-confidence.
- The school promotes an ethos of kindness, tolerance and care towards others. This is evident across the school from Early Years Foundation Stage upwards.
- The provision for the health, welfare and safety of students is a strength.
- The majority of lessons across the school are good or better.
- Effective feedback to students supports and enhances their learning.
- Effective intervention programmes promote student learning.
- Collegiality and collaborative planning effectively contribute to a common drive for moving the school forward and raising student attainment.
- Standards at the end of Key Stage 4 are high.
- The induction programme for new staff and support for newly qualified teachers is highly effective.
- The premises are well maintained, providing spacious accommodation which supports the learning of all students.

## 3.2 Points for improvement

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

- i. Ensure that the school's performance management policy is fully implemented to ensure consistently high standards of teaching and raise student attainment.
- ii. Consider making examination results and key policies available on the school website.
- iii. Improve opportunities for student voice, for example by establishing a school council.
- iv. Explore and further develop opportunities for developing students as global citizens.

#### 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	<a href="http://www.fpa.sch.ae">www.fpa.sch.ae</a> [under construction]		
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 School owned by the Fujairah government		
Age Range	3 – 18		
Number of Pupils	Total 738	Boys 390	Girls 348
Pupil Numbers by Age	0-2 Years NIL	3-5 Years 130	6-11 Years 399
	12-16 Years 190	17-18 Years 19	18+ Years 0
Total Number of Part-Time Pupils	None		

Fujairah Private Academy (FPA) is licenced by the Ministry of Education of the UAE and operates under the patronage of HH Shaikh Hamad Bin Mohammad Al Sharqi, Ruler of Fujairah and Member of the Supreme Council. The school is a privately owned co-educational 4-18 day school.

The school was originally founded by HH The Ruler of Fujairah as one of the first British system schools in the United Arab Emirates (UAE). FPA was established to provide a British style education for members of the expatriate and UAE communities. The Crown prince of Fujairah is the Chair of the Board and is an ex-student of the school.

The senior section moved to a new campus in September 2003, followed by the primary section in 2004.

The school role has increased from 663 in 2013 to is present number of 751. Classes from entry to Year 4 are currently oversubscribed.

The school is organised into 3 sections as below:

- EYFS, Years 1-5 -Primary Section
- Years 6 and 7 Middle Section
- Year 8-13 Senior Section

The increasing numbers of students in Early Years Foundation Stage are offset by a decrease of 11% in the senior section. The senior section has a greater ethnic mix with decreased numbers of foreign students due to changing economics circumstances. In the senior section, the majority of United Arab Emirates (UAE) students have attended the school from the start.

Over 73% of students are UAE nationals, 11% passport holders of Arab countries and the remainder represent 35 different nationalities. 90% of students are Muslims. The Board of the school has continued to support from inception the co-educational nature of the school.

Students attending the school come from a variety of socio-economic backgrounds, and although most are affluent financially, the family does not necessarily have an educational background that supports the work of the school.

Throughout the school, all the class teachers and subject specialist teachers are British trained or have British recognised qualifications. Of the current staff, 20 were appointed in August 2017. The school follows the National Curriculum for England with accommodation for subjects required by the Ministry of Education: Arabic Language, Islamic Studies and Social Studies of UAE.

The last external inspection was carried out by Penta International in 2013.

## 4.1 British nature of the school

A number of components give FPA a British feel, not least the teaching staff, the curriculum and the holistic approach to education.

Classroom management, displays of work, three term year and age-related year groups enhance the British feel, as do the posts of head boy and head girl, prefects and house captains.

FPA offers the National Curriculum of England in core areas with contextual adjustments. Assessments are based on national standards from the UK.

Over 80% of teachers delivering the curriculum of England and Wales are United Kingdom (UK) trained British nationals with UK teaching experience. It is a policy decision by the Board where possible to employ staff with UK qualifications. A further 18% hold foreign teaching qualifications recognised in the UK. A number of teachers from New Zealand have specifically been appointed for their expertise in bilingual education. All teachers, including Arabic staff are familiar with the UK curriculum.

The importance of extra-curricular provision, including and clubs and activities, are in line with British practice. Texts, materials, educational equipment and software are UK sourced.

Interviews with parents, suggested they appreciated the high quality of education delivered at FPA.

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

## 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

The National Curriculum of England provides the framework for teaching and learning, adapted to meet local statutory requirements. The curriculum provides opportunities for the linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative development of the pupils. The school provides a broad and balanced curriculum supported by a range of extra-curricular activities.

The school has a written curriculum policy, supported by schemes of work which enable students to acquire skills in speaking, listening, literacy and numeracy. The subject matter is appropriate for the ages and aptitudes of students, including those with learning difficulties. The principal language of instruction is English.

The youngest students follow the Early Years Foundation Stage (EYFS) curriculum working towards the Early Learning Goals. Students who are native speakers of Arabic in Reception are required by the Ministry of Education to study Arabic and Islamic Studies. The curriculum ensures that all EYFS pupils have access to a wide range of opportunities in all the prime and specific areas of learning. In the primary section, programmes of study for numeracy, science and literacy follow the English National Curriculum. The school adapts the National Curriculum in history and geography to reflect local conditions and ministry guidelines. Across the primary section, schemes of work provide opportunities for enrichment. All students from Year 1 to Year 6 have ICT lessons. The curriculum is enhanced with specialist art, music and physical education lessons. All students from Year 4, study French.

The school is proactive in its approach to curriculum monitoring and reviewing of provision. This is particularly evident in relation to the development and improvement of Literacy standards in the primary school. The leadership team has introduced 'Read Write Inc.' (RWI) into the primary curriculum in response to concerns over phonics and reading levels.

Students in middle and secondary school sections follow a range of subjects leading to IGCSE and GCE Advanced level qualifications. In the lower section, the curriculum is split between enrichment and non-enrichment groups. Students in Years 7 and 8 study an integrated curriculum comprising English language, history

and geography. Ruth Miskin's 'Fresh Start' programme effectively supports students with a low level of language acquisition. Extension mathematics classes provide challenge for the ablest mathematicians.

Students' choices are guided by a range of support activities including a comprehensive options evening. A focus group of secondary school students indicated that they would welcome greater subject choice, particularly in relation to the arts subjects. Careers guidance is presented in an impartial manner, enabling students to make informed choices about their future and fulfil their potential. Individual support is given to older students completing university applications and writing their personal statements.

The school ensures that the planning and delivery of personal, social, health and economic education reflects the school's aims and ethos, is relevant to the ages and needs of students in all key stages and encourages respect for human differences. The curriculum is enhanced through a range of additional activities. These include after-school clubs and activities, and charitable events. Students are able to compete at school and regional level in sporting events.

All students are provided with a range of opportunities to learn and make progress. They are exposed to the opportunities, responsibilities and experiences of life in modern day Britain. The curriculum on offer takes account of the curricula and external examination accreditation commonly used in schools in the UK.

## 5.2 Teaching and learning

Overall, the quality of teaching and learning are good or better.

Teaching enables students to acquire new knowledge, and make progress according to their ability, increasing their understanding and developing their skills in the subjects taught as they move through the school. Most teaching encourages students to apply intellectual, physical and creative efforts, to show interest in their work and learn and think for themselves. Nearly all teachers showed a good understanding of the aptitudes, cultural background, the needs of EAL learners, and the prior attainments of the students. They mostly ensure these are taken into account in the planning of lessons. Class time is managed wisely. Teachers' subject knowledge is good and is reflected in the confident delivery of lessons. In the better lessons, the teacher used targeted questions specific to each student, effectively under-pinning their knowledge acquisition and ensuring they make progress.

Across the EYFS and the primary section, the behaviour of the students is outstanding. Relationships between students and teachers are highly positive. Teachers utilise effective strategies for managing behaviour and encourage students to act responsibly. In EYFS students automatically donned an apron if they moved to a 'messy' activity and understood that these had to be hung up correctly when finished with. There was no prompting from the teacher or teaching assistant. Indeed, one student reminded her peer that this should be done correctly!

Nearly all teachers in the EYFS and primary section are passionate in their teaching and as such, enthuse and motivate their students. The progress of the youngest students is measured against the Early Learning Goals. Information is entered into a data base '2Simple', enabling the production of learning profiles which are used to track progress and ensure that Year 1 teachers are fully aware of students' attainment levels and needs. In the best EYFS lessons, assessment for learning techniques are used effectively to ensure that students are challenged and develop their thinking skills. For example, in a KG1 class, the teacher ensured that the students developed language, listening and speaking skills from the moment they entered the classroom at the start of the day. The teacher asked the question, "How are you feeling today?" One student responded, "excited!" The teacher then asked the student to explain why she felt excited and the student confidently went on to explain the reason why. There is a good balance of adult directed and student initiated activities. Nearly all lessons in EYFS and the primary section are carefully planned, ensuring learning is sequenced and differentiated. Most students are appropriately challenged and make progress. Teaching assistants are effectively used to enhance students' learning. In a Year 4 numeracy lesson, iPads were used effectively to support pupils' understanding of converting

measurement. Time is used effectively to maximize learning.

Throughout the primary section, the school has implemented a range of formative assessment strategies which are used to inform teaching strategies and identify areas for intervention and support. Writing assessment samples are collated four times a year. Although overall attainment levels in Literacy, particularly with EAL students, are below the expected level at the end of Key Stage 1, scrutiny of these samples showed that nearly all students are making good progress in the standard of their handwriting, their range of vocabulary and the overall range and quality of their writing.

In the middle and senior sections, the majority of lessons are good or better. Expectations are high with regards to both behaviour and learning. Students' contributions to lessons are acknowledged and valued. Classroom management is of a consistently high standard and the level of student engagement with their learning is excellent. Relationships between teachers and students are very strong and mutual respect is clearly evident. In the best lessons learning is dynamic and lively. For example, in a Year 11 English class students were exploring the use of formal and informal language through drama and role play. Teaching was frequently imaginative and questioning was skilfully used to engage all members of the class with their learning. The use of specifically selected video clips in a GCSE mathematics lesson, supported students in their mastery of examination questions. In less successful lessons learning was often passive with an over-reliance on teacher talk. Little opportunity was provided for students to demonstrate what they were learning or for the teacher to check levels of understanding. On other occasions opportunities were missed to make the learning more interactive and stimulating. Frequently all students completed the same low level task, whatever their ability.

The learning environment is of a good quality and care is taken with classroom and corridor displays, providing stimulating spaces in which to learn. The quality of written work in student books is a strength of the school and all students appear to take great care over the presentation of their work. Clear guidelines show what is expected and these are consistently applied. Teacher marking and feedback to students is generally good with helpful comments on how to improve. New technologies are effectively used in many lessons to support and enhance their learning. For example, computers were used effectively in a GCSE art lesson to enable students to work on individual projects guided by short instructional videos. Teachers competently used computers and digital projectors to display learning materials. On occasions however, the quality of images displayed by the projector were not clear.

There is a clear framework in place to assess students work regularly and thoroughly and use the information from that assessment to plan teaching so that

students can progress. Teachers give regular and detailed feedback through marking in the students' books. Students are well aware of the various assessment and tracking systems, and are active participants in the process. The school's leadership team recognise the need to review the range of data collected in order to ensure they become 'data powerful'. Individual target setting is used effectively to support student progress. Effective assessment for learning practices are embedded throughout the school.

Teaching supports fundamental British values. There is an evident respect for individual human differences.

### 5.3 Standards achieved by pupils

Progress is good or better across all key stages. Standards at the end of Key Stage 4 exceed UK national expectations.

The majority of students enter the EYFS with English as an additional language and many arrive with little or no spoken English. Students' progress is evaluated and assessed against the Early Learning Goals. At the end of EYFS standards are at the expected levels in all areas of the Early Years curriculum, excluding Communication and Language and Literacy. Detailed records ensure that students are effectively monitored and supported. There has been a steady improvement in the percentage of students achieving and exceeding expected standards both in prime areas and specific areas of the EYFS curriculum.

Students' reading in Key Stage 1 is assessed using the 'PM Benchmark' reading assessment. Students' phonic development at the end of Year 1 is slightly below UK national expectations. The school recently introduced the 'Read Write Inc' phonics programme in order to help raise the level of attainment in reading in the primary school. This is already having a significant impact on raising reading standards. In Key Stage 1, students' writing levels are assessed four times a year. These are evaluated against National Curriculum levels. The school is exploring strategies which will enable them to raise writing levels and close the gap between literacy standards of EAL students and those with English as their first language.

Students' performance levels and progress in numeracy are tracked throughout Key Stages 1 and 2 using half termly abacus tests. The SEF indicates that 76% of English as an Additional Language (EAL) and 80% of English as a First Language (EFL) students meet or exceed expected numeracy levels at the end of Year 1. This figure rises to 89% for EAL and 100% for EFL at the end of Key Stage 1. The new 2014 curriculum had a negative impact on the following Year 1 results; topics previously taught in Year 2 were included in the Year 1 assessment. Key Stage 1 curriculum planning has addressed this issue.

All Key Stage 2 students complete 'National Group Reading Tests' (NGRT) twice a year. Year 6 students also undertake the 'Progress Test in Mathematics' (PTM) In 2016/17 students completed the Edexcel International Primary Curriculum tests in English, mathematics and science. The school also uses Cognitive Ability Tests to assist teachers in their understanding of students' potential, identify needs and compare cohorts.

Students continue to make progress across Key Stage 2, working towards UK national averages. Assessment data and teacher judgments have identified that the present Year 6 cohort are working below the expected UK level, particularly in English. The school is constantly reviewing its literacy lessons and exploring writing

and guided reading strategies in order to improve the rate of progress in English. 64% of the current year 7 achieved level 4 or above in mathematics, slightly below UK standards.

Middle and secondary section teachers are effectively implementing the use of a range of tracking and monitoring systems to provide more accurate baseline data and track progress. The school's SEF indicates that good progress is made by students as they move through the school. Comparing baseline assessments of students on entry into Year 7 with their GCSE examination results, students in the support group in mathematics average 3.5 levels of progress, core group students 4.0 to 4.5 and students in the extension group nearly 5.0. This exceeds UK national expectations for levels of progress in state schools.

Attainment data for Key Stage 4 indicates that the school outperforms UK national expectations. For example, in 2017 89% of students gained 5 or more A\*-C grades with 68% gaining 5 or more A\*-C grades, including English and mathematics.

Cohorts for GCE AS and A2 levels are small. Currently only one student is following an A2 course. Students enter universities in the UAE and overseas including the UK, USA and Australia at the end of Year 12.

Progress is maintained throughout Key Stage 5. Examination results in 2017 at GCE AS level grades A and B were above UK expectations. The SEF indicates that historically, A2 results in mathematics, economics and geography are consistently good.

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

The spiritual, moral, social and cultural development of the students is good.

The school 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 develop their awareness and understanding of social, moral, spiritual and cultural aspects through a combination of themed assemblies, circle time, mentor time, extra-curricular activities, and the formal and informal curriculum as they move through the school.

Spirituality is developed in lessons, through community service and assemblies. Students show a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. They develop a set of values, principles and beliefs which inform their perspective on life and their patterns of behaviour.

Students have a clear understanding of what is expected of them in terms of behaviour. The school effectively enables and encourages students to distinguish right from wrong, and to show respect for the law. For Muslim students, the principles of right and wrong are supported through Islamic studies and the Quran. Golden rules based on, courtesy, respect and thoughtfulness are displayed in classrooms. The impact of the school's policy on behaviour and respect for all is evident throughout the school, in lessons and at break. In a Reception class, five boys played co-operatively as they were engaged in building a long line of Lego bricks. They discussed the best way of ensuring the line did not collapse and listened to each other's point of view. In another lesson, some students who were working on an art activity were told by the teacher that others were waiting to take part. Several students quickly left the activity and offered their places to waiting students. Effective policies and procedures are in place to promote positive behaviour and address any negative behaviour concerns. These systems are understood by students, and implemented effectively by teachers and senior leadership.

Students show an awareness, appreciation and respect for each other, the wider world and other cultures. This is particularly evident in lessons, on the playground, and through assemblies. International Day and exposure to staff from different cultures broaden and deepen students' cultural experiences.

During their time at FPA, students increasingly develop their self-knowledge, self-esteem and gain in confidence. Students are given numerous opportunities to participate in activities to further their personal development. Students throughout the school are provided with opportunities to exercise leadership, for example the International Award programme, prefects, house captains, and 'The Big Brother / Big Sister,' programme which

trains Year 11 and 12 students to mentor their younger peers. However, interviewed students commented that they would welcome further opportunities to develop leadership skills and take greater responsibility in school life. House captains and the Head Boy and Head Girl felt their roles could be developed further. Most interviewed students stated that they are keen to further develop a 'student voice'. The absence of a school council is a missed opportunity to involve students more in the running of the school and provide additional opportunities to exercise leadership.

Students are provided with a broad general knowledge of the responsibilities of citizenship in Fujairah, the UK and internationally. Curriculum experiences ensure that they acquire a good knowledge and understanding of modern British life including UK attitudes towards tolerance, democracy, respect for freedom of expression and other human rights. Comments from a number of students suggest that they would like further opportunities to participate in school trips and more social activities.

Parents who were interviewed, felt that a core strength of the school was its family atmosphere and the inculcation of positive values and attitudes, not just towards learning but towards life in general.

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

The welfare health and safety of all students are strengths.

Effective policies and procedures are in place to safeguard and promote the welfare of all students in the school. The school has a detailed and up-to-date health and safety policy which includes buildings, operational safety, staff, student safety, risk assessment and health. The principal takes personal and direct responsibility for safety within the school and all relevant UAE health and safety laws are complied with.

The school has a series of policies for preventing bullying and procedures for responding appropriately. Although these policies differ in detail, they cover bullying in the broadest sense, including issues relating to race, religion and gender. Focus groups of students across all key stages stated that any unpleasantness is dealt with immediately. The school may wish to give consideration to combining these three policies into one, whole school, anti-bullying policy.

Standards of behaviour at the school are high, underpinned by three behaviour policies, one for each section of the school. There are common threads within the policies such as a set of 'golden rules', which are guiding principles for good behaviour. Around the school there are notices and other reminders regarding behaviour, courtesy and expected standards. A record book is available to record sanctions imposed on students for serious misbehaviour, should that occur.

The school has stringent fire standards and procedures in place and is regularly checked by the Civil Defence (Fujairah Fire Service) and by a local fire safety company that have a maintenance contract with the school. The school's fire safety procedures are included as part of the Health and Safety Policy.

The school has a full-time nurse who is licenced as both a registered nurse and as a UAE school nurse. The nurse provides first aid and emergency aid when this is required. There is a comprehensive whole school first aid policy. The nurse's room is centrally located in the school. It is welcoming and appropriately resourced.

Healthy eating is incorporated into the curriculum. Students learn about healthy food choices for example, through citizenship, science and physical education lessons.

The level of supervision at break and lunchtime is good, with teachers providing a safe and caring environment for the students. At the beginning and end of the school day school staff supervise the safe arrival and departure of students, all of whom travel to and from school in private cars.

The school maintains an admission and attendance register which exceeds local regulatory requirements. Attendance and punctuality are well monitored, and inter-class competitions are effectively used to improve attendance. With the exception of Ramadan, whole school attendance for the year stands at 92.7%.

The school site is well maintained, and careful consideration is given to issues of safety.

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

The suitability of the proprietor and staff is of a high order. Fujairah Private Academy 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 students are clearly understood and effectively discharged. Clear 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. From this year all newly appointed staff are required to provide a letter from their general practitioner accompanied by a medical disclosure form. In order to obtain a work visa all staff are required to have their qualifications authenticated by a notary public, Foreign and Commonwealth Office and the United Arab Emirates (UAE) embassy. Teaching staff must be in possession of a qualification relevant to the age range they are teaching.

The Government of Fujairah must approve the qualifications and status of teachers employed by the school before the issuing of work visas. There is a list maintained of all staff and volunteers who currently work in the school. This shows when they started and stopped working in the school. The school does not employ supply staff. Staffing levels are more than adequate for the successful delivery of the curriculum. All teaching staff have qualifications appropriate to their role; some staff have further academic or teaching qualifications that enhance school development. Teaching Assistants are currently employed in all Early Years Foundation Stage, Key Stage 1 and Year 3 classes.

## 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 campus is spacious with landscaped gardens. Whilst the premises and accommodation are of a high standard, the school has identified funding constraints as a major constraint in the development of the facilities to their full potential. There is a very large library. In addition, the school has identified to need to improve sporting facilities in the light of increasing student numbers.

Specialist teaching areas provided for subjects such as science, art and information and computer technology (ICT) in both the primary and senior sections of the school. In primary, students have access to class sets of iPads. In the senior section students have access to a suite of Apple computers. Laptops and data projectors are widely used to support teaching and learning. Improvements to the school's wireless network support the use of ICT across the curriculum.

The school provides appropriate toilet and washing facilities for the sole use of students, with separate toilet facilities for boys and girls in KG1 and above. The timetable is structured such that all physical education lessons for students aged 11 years of over take place during the last lesson of the day. Students are encouraged to shower at home. Suitable outdoor spaces are provided for play and recreation. In the hot months students use air-conditioned zones. The football and basketball pitches are not used during hot weather. The school has a large all-weather multipurpose hall for use in hot weather.

Students are required to carry a bottle of water during the school day. In addition, suitable drinking water is provided throughout the school and clearly identified. In primary there is a designated drinking station in each classroom. Toilets and washing facilities have an adequate supply of cold water. Sound insulation and acoustics allow effective teaching and communication. Lighting, heating and ventilation are more than adequate throughout the school. Furniture and fittings are age appropriate. External lighting ensures that visitors can safely enter and leave the premises.

The school nurse is on duty during the school day and for the period of extra-curricular activities. Appropriate accommodation, including washing and toilet facilities are provided for the medical examination and treatment of students and for the short-term care of sick and injured students.

Water and drainage systems meet local requirements and are tested regularly. Emergency evacuations are held regularly and monitored for effectiveness. The site of the school is secure and well maintained. A perimeter wall surrounds the school. Guards patrol the site and restrict access to authorised personnel. Visitors to the school have to provide evidence confirming their identity. 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 good.

Contact details of the school and the governing body are provided 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 students with special educational needs, or for whom English is an additional language.

The school's website provides limited information about the different sections of the school and parent handbooks. 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 and number of formal complaints registered during the preceding school year are available on request. The senior leadership team is fully aware of the need to further develop the website in order to better fulfil the requirements of the inspection framework and needs of the parents.

Bilingual termly newsletters are distributed to all parents and letters are regularly sent home informing parents of forthcoming events and communicating policy matters. Individual and face to face and telephone interviews were held with a number of parents, all of whom stated that they were more than happy with the levels of communication between the school and parents.

Many of the interviewed parents had been associated with the school for over ten years, all but two having had children in the school when the last BSO accreditation took place. Most parents said they had been aware of the previous accreditation and that a report had been published and was available from the school.

Reports on students' progress are provided for the parents; three times a year in KG1, twice for reception classes up to year 10, and once for Years 11 to 13. Grade cards are also sent to parents of middle school and secondary school students three times a year. Interviewed parents commented that the reports and grade cards are informative and clearly identify progress made and areas for improvement. Parents are provided with the opportunity to discuss their child's progress and attainment levels formally, twice a year. Head teachers and the principal will formally request to meet with parents if they regularly fail to attend parent/teacher meetings.

The school communicates clear guidance to both parents and staff about procedures for discussions and meetings between parents and teachers outside of the formal parent/teacher meetings. Appointments are arranged by the administrative staff and,

where necessary, an Arabic translator is present. Parents reported that requests for appointments are well managed and that communication has improved still further with the introduction of bilingual SMS messaging. The home/school book and homework diaries are viewed as useful communication tools by parents, students and teachers. Parents reported that the school is quick to respond with appropriate action when issues are raised.

Interviewed parents were extremely 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 procedure for dealing with parental complaints is robust and takes into account best practice; it is adapted to the local context of the school.

Complaints are rare. Wherever possible concerns are dealt with quickly by the most appropriate member of staff. There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is made available to parents of students and prospective parents. There are clear timescales set for the management of complaints. Parents are able to bring issues to the attention of the school through the home/school book, homework diary, in writing or verbally to the Head of Primary who is visible daily in the foyer at the start and end of the day, or through the two multilingual parent liaison assistants. Where a parent is not satisfied with the response, the complaint is made in writing to the principal. Should the complaint remain unresolved they can take their concern to the School Board, either through the office of the Crown Prince, the Chamberlain of the Diwan in person, or by forwarding their complaint to 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 can request appointments with the Board. Only one complaint in the last 3 years had been referred to the School Board. In the last instance the parent may seek recourse to the Ministry of Education.

All correspondence, statements and records relating to individual complaints are treated as highly confidential and kept securely. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

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

Leadership and management of the school is good.

There is clear educational direction as reflected in the quality of education, care of the students and the fulfilment of the school's aims and ethos, 'to promote a holistic approach to education in a bilingual environment preparing pupils for modern day challenges'. There are highly positive relationships between the principal and the board. The principal is held to account by the Board.

The principal provides high quality and effective leadership and management, for example ensuring staff health issues in the previous year did not have a negative impact on student performance. She is well supported by her senior leadership team who collectively ensure that the school's educational vision is clearly understood by all staff. The school has successfully met two of the previous report recommendations and is working on the third.

Through its recent self-evaluation, the senior leadership team has a good understanding of the school's strengths and weaknesses. In particular, their comments about how the school could develop were reflective, well considered and honest. The present school development plan however is insufficiently strategic to provide a clear road map for future development. Whilst the school has implemented a performance management process, it is not yet sufficiently rigorous to secure consistent improvement in the quality of teaching and learning and raising individual student attainment.

The school has recognised that middle leaders are in many cases are growing into their roles. Consequently, there is a need to ensure that all middle and senior leaders are equipped with the knowledge and skills to effectively discharge their responsibilities and possess the confidence to be held and hold others to account.

Overall, teaching is good and frequently better. During the year, the Head Teachers and the Principal carry out numerous formal and informal lesson observations, which further raise the quality and provide a focus for raising student attainment across the whole school. They also conduct many learning walks. Effective policies ensure that students make at least good progress in literacy. The school's curriculum provides well organised and effective opportunities for all groups of students to learn well and make good progress. The school ethos promotes positive behaviour and good personal development for students, including all aspects of their spiritual, moral, social and cultural development. Provision for the health, welfare and safety of students is a strength of the school.

The school runs well on a day to day basis. Operational procedures are well established and understood. The governing body is highly successful in securing, supporting and

developing sufficient high quality staff and ensuring their suitability to work with children. The school's arrangements for safeguarding pupils are robust and exceed statutory requirements. The school works well with parents and carers. Teachers new to the school are involved in a carefully-planned and sensitive induction programme. Additional specific training is provided during the year as required and appropriate. Opportunities are provided for staff to attend local and overseas courses.

The school leadership team values highly the contribution made by all staff in ensuring each and every student succeeds. Both teaching and non-teaching staff are recognized as valued members of the school team. This has created a strong community of professionals who support, encourage and work highly effectively.

13. *Standard 9*  
The quality of provision for boarding

Not applicable.