



**British School
Overseas**
Inspected by Penta International

Inspection report

Fujairah Private Academy

Fujairah

United Arab Emirates

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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); 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 and 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 English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit, 87 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 Colin Dyson, Glyn Kilsby and Alison Stevens.

2. Compliance with regulatory requirements

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

3. Overall effectiveness of the school

Overall, the school provides a good quality of education. Students continue to make good progress as they move through the school.

The school is held in high regard by the parents. The students are proud to be members of the school community and value the opportunities it provides.

3.1 What the school does well

Effective development of performance management systems is having a positive impact on raising the quality of teaching.

Nearly all teaching is good or excellent.

The students' behaviour, attitudes and quality of relationships are exemplary.

Effective delegation of leadership and management produces a vibrant involvement in school improvement.

The accommodation and facilities provide a quality and stimulating learning environment.

Students value the quality of care and guidance the school provides.

The development of a curriculum in the primary school encourages a creative approach to learning.

There is a clear focus on developing independent learners throughout the school.

The innovative response of the school in meeting the needs of EAL learners in Key Stage 3 is a real strength.

There is increasingly effective use of data, to both monitor achievement and inform effective planning.

The school gives good care, support and guidance given to newly qualified teachers (NQTs).

3.2 Points for improvement

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

- Formulate a whole school strategic development plan to ensure all stakeholders are appropriately involved and accountable, in shaping the future direction of the school.
- Explore ways of overcoming the relative physical isolation of the school, to enrich further the learning experiences of all students.
- Explore ways of broadening and enriching the curriculum in Years 12 and 13.
- Update policies on :
 - Performance Management
 - Personal, Social, Health Education
 - Social, Moral, Spiritual and Cultural Education

4. The context of the school

Fujairah Private Academy (FPA) is licensed by the Ministry of Education of the UAE and operates under the patronage of HH Sheikh Hamad Bin Mohammad Al Sharqi, Ruler of Fujairah and Member of the Supreme Council of the United Arab Emirates (UAE). The school is a privately owned co-educational 3-18 day school.

The Senior Section moved to a new campus in September 2003, followed by the Junior Section, comprising Early Years and Foundation Stage (EYFS), with Key Stages 1 and 2. The campus was built by the Federal Government as part of the strategy to improve educational opportunities in the smaller emirates.

The school was originally founded by HH The Ruler of Fujairah, as one of the first British system schools in the UAE. FPA was established to provide a British style education for members of the expatriate and UAE communities. The Crown Prince of Fujairah is an ex-student.

The school roll has increased from 587 in 2010 to 656 in 2012. The increasing numbers of students in EYFS were offset by a decrease of 11% in the Senior Section. In the Senior Section, the majority of UAE national students have attended the school since Key Stage 1. Classes KG1 to Year 4 are oversubscribed.

Over 68% of students are UAE nationals, 12% passport holders of Arab countries and the remainder represent 34 different nationalities. 84 % of students are of the Muslim faith. Although the issue is raised occasionally, the school does not educate senior boys and girls separately and has approval to do so by the Ministry of Education.

Students attending the school come from a variety of socio-economic backgrounds: although most are relatively affluent, the family does not necessarily have an educational background that supports the work of the school. School fees are paid by companies or the government for 70% of students.

The Principal has been in post since 2000. The school operates with a flat management structure divided into sections. The EYFS head teacher and primary head teacher are assisted by a deputy and senior teacher Key Stage 1. The Principal remains (at the request of the Board), head of the senior section, supported by a deputy head and head of sixth form. Middle managers in the EYFS/primary section comprise subject coordinators and year leaders. In the secondary section, middle managers comprise heads of department, head of Year 7 and 8, with the deputy head senior section focusing on Years 9-11. A new post of deputy head primary (academic) was created in September 2012.

Teaching staff are primarily UK qualified British nationals with the addition of Arabic/Islamic staff who come from Egypt. There are currently two New Zealand primary teachers recruited



specifically for their knowledge of literacy enhancement in a bilingual learning environment. Staff are employed on two year contracts with many extending to three years.

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.

No external inspection of the school has taken place in the last two years. The last external inspection was carried out by Penta International in 2010.

4.1 British nature of the school

Meets the standard required.

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

- Public examinations are taken at IGSCSE, GCSE, AS and A-Level;
- It is a policy decision of the Board to employ staff with UK qualifications - parents are keen that teaching staff are British trained.
- The House system at FPA actively encourages participation and competition in a variety of events.
- The school is organized according to the structures used in English schools.
- The head boy and head girl, prefects and house captains contribute towards the school's British ethos.
- As well as fully implementing the National Curriculum for England, modified to take into account local requirement, assessments are also based on national standards from the UK.
- The importance given to extra-curricular provision, including and clubs and activities, are in line with British practice.
- Texts, materials, educational equipment and software are usually UK-sourced.
- Classroom management, displays of work, three term year and age related year groups contribute to giving a British feel to the school.
- Interviews with parents, suggested they appreciated the high quality of British-style education delivered at FPA.
- 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 FPA is at least good, and sometimes excellent.

5.1 Curriculum

The quality of the curriculum is good.

Local legal obligations are fulfilled in all key stages: the curriculum is then contextualised. Consultation with staff, students and parents through surveys, and school events such as bi-annual parent-teacher meetings, ensure that the curriculum is planned and adapted to meet the needs of students. Parents also can request a meeting at any time.

The curriculum is used as an effective tool for driving learning. Planning is consistently good across the school. Common formats are used for schemes of learning and lesson plans. There are whole-school procedures in place for curriculum monitoring and review. Middle leaders write annual self- evaluations which inform their action plans. Class teachers and mentors review student books and discuss progress with learners. The principal has a schedule of book scrutiny, reviewing schemes of work and (in Key Stage 5, together with the Head of Sixth Form) talking individually to students about learning outcomes. Teachers review each other's practice and model curriculum delivery. Cross-phase linking has been a recent focus of the school's work, with for example, the introduction of common themes across Key Stage 2 and 3 in some subjects.

In the primary section, the curriculum is appropriately broad and balanced. Careful planning and development of schemes of work ensure that both UK National Curriculum expectations and local requirements are met. The youngest children follow the EYFS supplemented with Arabic and Islamic studies. Early Years and Key Stage 1 students enjoy a rich and varied curriculum that encourages creativity of independent learners. They gain insight into their world through the local environment and activities that help them develop both independence and empathy for others. One reception class was encouraged to enjoy the tactile experience of mud, then to describe its qualities compared to sand, as part of their work on the story 'Going on a Bear Hunt'.

Careful planning maximises the opportunity for focused small group teaching when required. Year 2 students,, for example, gained from an in-depth guided reading session whilst half the class were in the ICT suite developing their understanding of controls. This enabled the class teacher to provide a high level of individualised needs based support.

The curriculum in Key Stage 2 is also broad and balanced, and meets the requirements of both National Curriculum expectations and local requirements. Effective topic work and

suitably planned differentiated learning outcomes ensure all access and make effective progress across subject areas. Good examples were seen in investigational science in Year 6, which encouraged students to understand how gyroscopes work and in Year 5, exploring codes as part of their creative work.

The curriculum is enriched through a good range of celebrations (local and international), sporting events and cultural opportunities including visits to local places of interest.

Throughout the primary school, curriculum documentation is well planned, clear and concise. Evidence from detailed teaching plans highlights that content continuity and the progression of skills within subjects is appropriate. The effectiveness of planning is also enhanced by the inclusion of greater detail covering differentiated activities and opportunities for effective assessment for learning.

In Key Stage 3, the Integrated Studies curriculum for Years 7 and 8 is a strength of the school. Delivery is based on a thematic approach and is an innovative and positive response to the needs of the majority of students in the school who speak English as a second language. The school plans to expand the programme further in the secondary phase, and to provide more practical courses in Year 9 for students who have difficulty in accessing a more academic curriculum.

In Key Stage 4, students follow 8 or 9 core subjects - with/without Arabic and Islamic Studies respectively - and have the option to take either GCSE Art or Economics. There has been a recent focus in mathematics on creativity, and in science on practical learning applications. There is also a whole-school focus on fitness.

In Key Stage 5, the curriculum is understandably not as broad or balanced, given the small numbers involved. The small cohort of students follow a range of subjects in mathematics and the sciences at AS level and A2. Other subjects offered include art, geography, economics/ business as well as the sciences and mathematics to A2. These students also have classes in English, PE, ICT skills, TOEFL and Arabic and Islamic Studies. In Year 12 there is a GCSE improver group who also undertake studies in Arabic, Islamic Studies, PE, TOEFL, Liberal Studies and intensive English.

The qualities of learning environments are outstanding. Teachers ensure children's work is celebrated and that classroom environments encourage an interest in all areas of the curriculum. Children value their work and take a real pride in sharing it with others. Corridors contain a good variety of high quality displays that both inform and challenge children to become more involved in their learning.

A range of extra-curricular activities are provided and available to all students. All staff are engaged in the delivery of the programme. There is an annual school production which is well supported by parents and this year is being led by Key Stage 2 students. In the secondary part of the school, all students participate in at least 1 sports activity.

Outside visits enrich the curriculum in all key stages. For example, Year 11 students had the opportunity to follow a course of French cookery in a local hotel, and pupils in Year 2 have visited Dubai aquarium. Some parents expressed a desire for the school to offer fieldwork experiences overseas, especially in Key Stage 5.

Overall, the curriculum ensures all students have at least an adequate preparation for the opportunities, responsibilities and experiences of adult life.

5.2 Teaching and assessment

Teaching and assessment are good. Some aspects are excellent.

In Early Years and Key Stage 1 dedicated teachers and diligent teaching assistants ensure that learning is exciting, innovative, well planned and personalised to meet the needs of each child.

Teachers ensure a safe and stimulating environment is created in classrooms and activity areas in which children can explore with confidence as they develop their skills and understanding. Opportunities for role play from setting out on a bear hunt to an imaginary journey in a space rocket encourage high levels of speaking and listening as well as creative problem resolutions.

Creativity is encouraged and children take a delight in an expansive curriculum. Making ice-cream models, painting paw prints, building towers, modelling in dough, creating rhythm patterns and problem solving all help ensure each child is able to excel.

High expectations of behaviour, personal responsibility and achievement underpin most lessons. Children are given planned opportunities to apply their thinking skills, make decisions and select resources and materials. For example identifying properties of shapes and then creating them with paper and dough or exploring number patterns.

A strength of curriculum planning are the story focused activities, which serve to motivate and ensure the learning and teaching has an appropriate focus on developing speaking and listening skills. Teachers ensure each child has an opportunity to succeed and they use skilful interventions to support and extend learning opportunities.

Across all classes children are supported to effectively work in partners, groups and whole class activities. As a result the young children display good levels of independence and confidence.

High quality assessment of children's progress through both teacher observations and learning outcomes contribute to the children's understanding and the future planning of activities. Monitoring of progress is thorough and clear details of progress are included such as 'Sounds I know'. When appropriate, marking refers to Learning Objectives and in the best practice give clear, child friendly guidance on next steps in learning. The quality of learning and teaching in the Early Years and Key Stage 1 ensures children have a positive start to school life and are imaginative, creative and confident learners.

Across Key stage 2, learning and teaching is well planned to meet the needs of most learners and most are appropriately challenged. Common schemes of learning, lessons plans and IEPs are used and shared across teaching teams. In a Year 5 Mathematics lesson, group IEPs were effectively used to differentiate learning activities and ensure challenge.

Learning objectives are consistently shared and recorded, appropriate activities planned and learning reviewed using a variety of plenary methods. For example in a Year 6 Mathematics lesson on decimal, fraction, and percentage conversions all pupils effectively used individual whiteboards to demonstrate their understanding of the key learning points, and wrote reflective comments in their books using an agreed lexicon.

In the best lessons, teaching is stimulating, learners are engaged and pace and challenge ensure learning time is maximized. In the most successful lessons, pupils worked effectively in differentiated groups and on different tasks according to their ability level. Lessons are well resourced with a wide variety of stimulating and creative materials. For example in a Year 3 Numeracy lesson, digital resources, individual hand-held clocks and laminated cards effectively underpinned pupil's learning.

Aspects of assessment for learning techniques were evident in all lessons. In the best lessons, effective ongoing formative assessment ensured all pupils made good progress. Diagnostic marking ensured pupils were aware of gaps in their learning, whilst the use of stickers provided a visible reward. The uses of peer and self-assessment methods were commonplace. In a focus group meeting comprising pupils from Years 4 to 6, most could articulate a precise National Curriculum level for at least two subjects and knew what they had to do to improve.

Classroom management is good and teaching assistants are well deployed. All pupils work in safe and stimulating learning environments. Attractive displays of pupils' work, reference materials, personal learner targets, house information, photographs from visits and challenge corners all contribute to a stimulating learning environment.

Throughout Key Stages 1 and 2 the school has implemented a range of formative assessment strategies which are analysed and used to inform teaching strategies and identify areas for intervention and support.

The data on pupil progress is effectively monitored with the aim of raising standards through high quality teaching and assessment. The leaders and managers regularly monitor pupil's progress, observe lessons and give informative feedback to teachers on the success of lessons and advice on how learning may be improved.

Nearly all lessons, in the Senior Section were good or better. The best lessons were characterised by high expectations, pace and energy. In these lessons, students were stimulated by active involvement in their learning and enthusiastic teachers. Students were eager to learn, and teachers provided appropriate levels of challenge. Effective questioning techniques facilitated higher order thinking skills. There was a good level of interaction between the teacher and students. Students' contributions were valued and praised. Teachers promoted independent learning. Learning was enhanced through paired activities and group work.

In a particularly effective Integrated Studies lesson, the teacher used differentiated group work activities to motivate and challenge students. In addition, students were encouraged to research their topic on the internet. In a Mathematics lesson, Information technology was effectively used to underpin learning. DVD's were compiled by teachers and given to their students, explaining in a clear and helpful way, how to answer examination questions. In a Year 7 Science lesson, the teacher effectively used a team game format to motivate students and reinforce their understanding of the classification of living things.

In the few lessons where activities were mainly teacher-led or which did not sufficiently challenge students, learning was less effective.

Although the use of assessment for learning techniques to enhance learning - effective questioning, starter activities, use of the plenary to assess learning - was seen in nearly all lessons, the application and efficacy was inconsistent. Whilst examples of detailed and informative marking with specific targets for improvement were seen, there are inconsistencies in the implementation of the marking policy. However, nearly all students had a clear understanding of the standards they were currently working at.

Classroom resources are of good quality, quantity and range. They are used effectively.

The styles of teaching, learning and assessment equip students with the knowledge and skills necessary to enter, or re-enter the UK educational system at an appropriate level.

In all lessons students' attitude and behaviour were outstanding, reflecting quality of relationships between staff and students.

5.3 Standards achieved by pupils

Standards achieved by students are above the standard required for accreditation.

In the EYFS, the school has implemented rigorous processes for the monitoring and assessing of children’s progress against the Early Learning Goals. Teachers effectively observe and record pupils’ progress as they work and play. Regular meetings between staff focus on the evaluation of achievement evidence.

‘Target Tracker’ has been introduced to provide an effective system of collating observation and assessment data to monitor student learning and inform future pupil targets. In Key Stage 1, a suitable range of assessment data is collected to provide progress data for reading, literacy, numeracy and personal development.

Lesson observations and school assessment data indicate that given their starting point, good progress is made by most students during Early Years and Key Stage 1. Standards at the end of Key stage 2 are in line with or above that of students in the UK. This is a significant achievement considering the limited exposure to English many children experience outside of school.

Key Stage 2 SATs Results 2011/12

	Level 4+	Level 5
English	82.5%	47.5%
mathematics	62.5%	32.5%
science	72.5%	35%

The school’s data highlights key areas of progress in attainment levels over the past three years. Careful analysis of outcomes and the effective implementation of new strategies enable the school to be confident about continuing to raise achievement levels for all students:

Level 4+	English	mathematics	science
2012	82.5%	62.5%	72.5%
2011	58.5%	75.5%	82.9%
2010	58.0%	65.4%	65.4%

In Key Stage 3, tracking of student progress is measured by UK National Curriculum levels in English, mathematics and science. School data shows improvements above that expected in the UK in Mathematics, where over 80% of students reach National Curriculum level 5a and 20% achieve level 8. Detailed analysis of individual student progress is carried out by the Key Stage 3 department and this indicates that progress is well above UK expectations

and averages 2.5 National Curriculum levels over this three year period.

In science, just over 50% reach the expected UK level by the end of Year 9. A recently appointed head of department is developing target setting for students, where the aim is to use this to raise achievement, particularly for the most able and for those who are in the enrichment groups.

In English, data is provided for the enrichment groups where 76% reach level 5a by the end of Key Stage 3. This achievement is particularly significant as the majority of these students are not first language speakers of English. National Curriculum levels are provided for other students.

Progress in Key Stage 4 is good and overall standards reached in GCSEs are above average, when compared with the UK. Small cohort sizes can distort the statistics. Over the last three years, the number of students gaining 5 or more GCSEs at grade C or above, including mathematics and English, averages 78%. Standards are particularly high in mathematics, where over 80% of entered students gain grade C or above. GCSE grades for English are mostly a grade or two below those of mathematics.

In Years 12 and 13, most students select from range of AS and A-level subjects, with mathematics and the sciences being most popular. The very small group sizes mean that teaching is targeted at an individual level. Individual student results suggest that achievement is satisfactory. Five students sat A2 in 2012: the cohort had a 100% pass rate A-E and 44% A*-B grades. Year 12 students who are not entering AS levels are given the opportunity to re-enter GCSEs in order to improve their grades.

Although there is evidence that student progress is carefully analysed in some curriculum areas, this is not yet a fully consistent practice. The school has identified the need for further analysis based on students' overall outcomes to enhance the current tracking and analysis, which is mainly by curriculum area. A whole school assessment manager had been appointed from September.

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

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

The behaviour of all students is exemplary, both in class rooms and as they move round the school. Students have strong moral values and a real sense of fairness as demonstrated by their relationships with adults, each other and the wider community.

Spirituality is developed in lessons, through community service and assemblies. For Muslim students, the principles of right and wrong are supported through Islamic and Quranic Studies. Awe and wonder is evident, especially in EYFS classes where the creative curriculum provide opportunities for students to reflect on the world around them.

Children throughout the school have a positive attitude towards their learning and enjoy being in school. Responses to questionnaires indicated that over 85% of students 'enjoy their time at school'. All rules in the school revolve around the following : be courteous, be respectful, be thoughtful. Negotiated golden rules are displayed in most classrooms.

Students interviewed and observed in lessons were confident, considerate of others and tolerant.

Overall, the level of attendance is above 93%. With the exception of KG1 and Year 1, all other year groups have seen a significant drop in percentage of absences compared to previous years. School planners, letters, phone calls and meetings are used to follow up and improve attendance.

In Early Years/Foundation Stage, buddy days promote the skills for working with and caring for others. Throughout Key Stage 2, weekly assemblies focus on the school's key values. In the Secondary school, the code of conduct is discussed with students and reinforced by mentors. Circle time in Years 7 and 8 is used effectively to explore values and attitudes.

Across the year groups, prefects are trained and supported to become effective mentors. Students in the sixth form are encouraged to support younger learners.

As students move through the school, opportunities are planned to develop their self-knowledge, self-esteem and self-confidence. For example 'Line Leader' and 'star of the week' in EYFS, group work in KS1, class monitors, house captains in KS2 and prefects, house captains and head boy and head girl in the Senior Section.

Discussions with focus groups of Key Stages 2, 3, 4 and 5 students were proof of the efficacy of provision.

Tolerance, democracy, respect for freedom of expression and other human rights are developed throughout the school, particularly through Key Stages 3,4 and 5. As students progress through the school, rich curriculum experiences ensure they broaden and deepen their understanding of the responsibilities of citizenship not only in UAE but also the UK and internationally.

The school has established a positive relationship with the Fujairah Special Needs Centre and raises funds for it. Older students are encouraged to visit and provide support. The school is recycling water bottles for a local company and recently participated in beach clean-up on environment day. Active involvement in these activities contributes to the moral and social development of FPA students.

Whilst predominantly a UAE school, opportunities are provided for the celebration of many other cultures. National Day is used as International Day, valuing all traditions. The flags of the nationalities that make up the school are displayed in the Senior Foyer, where the salute to the flag is celebrated each morning. In addition, students are given leave for their religious celebrations.

The school shares information about Britain to support their students and parents should they wish to relocate to live or study in the UK.

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 quality of the welfare, health and safety of the students is outstanding.

Appropriate policies and procedures are in place to ensure a safe and caring environment. A whole school emergency evacuation is conducted regularly and monitored for effectiveness. There is a secure boundary wall and guards are present at the main gate, monitoring the flow of people in and out of the school and providing identification badges where appropriate. Shelters provide adequate shade for students.

Students across all key stages are happy young people who are proud of their school and thrive on the rich variety of learning experiences that it provides.

In the primary school, teachers quickly develop a thorough understanding of each child and this contributes to the nurturing of a homely environment. Parents, who were interviewed, felt that this has a major impact in ensuring their children thrive at the school.

The established form tutor and house systems provide a strong pastoral support structure. Students in Years 12 and 13 are given a high level of personal care and academic coaching due to the quality of relationships established through the school and the smaller size of nearly all classes.

Admission and attendance registers are correctly maintained. At present data is collated by the school nurse, but from September, daily attendance will be recorded on the school's information system. This will provide immediate feedback and enable more rigorous tracking of attendance.

Written records of sanctions imposed on pupils for serious disciplinary offences are securely stored.

The number and deployment of staff employed ensures more than adequate provision for students before, during and after school.

The school provides a number of extra-curricular activities. Students who were interviewed, commented on the quality, but asked for more.

The school nurse keeps health records on each student. These are securely stored. In addition to providing health care, she provides a counselling service for students.

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

The suitability of the proprietor and staff is of the highest order. The board comprises four members, including the Principal. It is responsible for all strategic matters, and holds the staff to account for the development of the school and the examination results of the students. Recently, the board articulated a clear strategic vision for the future direction of the school. The school's development plan is appropriately based on this.

The board also ensures the school meets the safety, care and guidance requirements for all students. This includes taking responsibility for the recruitment and checking of staff credentials. 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 UAE and their previous employment activity.

The school maintains a list of all staff who currently work in the school, recording when they started, and for staff who have left, their leaving date.

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 (TAs) are currently employed in all EYFS, KS1 and Year 3 classes. The school has recognised the need for TA training to raise the quality to the best.

9. *Standard 5* The premises and accommodation

The premises and accommodation are of a high quality.

The school campus is high quality, well designed and makes excellent use of the space provided. A combination of classroom blocks and specialist buildings combine to give a school that is attractive and safe. The school provides a stimulating learning environment. Classroom and wall displays provide information and celebrate pupils' work.

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. These rooms are well resourced in terms of both equipment and support staff. The whole school shares a central library which acts as a focal point for reading and research, using both books and digital media. The school library is supplemented by reading areas in the Junior Section that support students with books from graded reading schemes.

The school continues to improve its ICT provision. In Primary, pupils have access to a class set of iPads. In the Senior Section a new suite of Apple computers has been installed. Laptops and data projectors are widely used to support teaching and learning. Recent improvements to the school's wireless network have also enabled broader use of ICT across the curriculum.

Buildings and resources are well maintained; appropriate policies are in place for fire and emergency procedures. The school has regular fire practices and the policy is well known by students and staff. 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. The only observed safety issue is the flooring of the Senior Section science laboratories, where the vinyl floor covering is lifting and could present a trip hazard.

The school nurse is on duty during the school day and for the period of extra-curricular activities. There are no special needs students in the school.

Water and drainage systems meet local requirements and are tested regularly. Emergency evacuations are held on two occasions in the first term and monitored for effectiveness. The site of the school is secure and well maintained. 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.

There are sufficient areas for shade during non-contact time and sufficient bathrooms. Appropriate arrangements are in place to ensure the safety of outside play areas. Proper provision is made for religious observations.



The school is well-staffed to deliver the curriculum offered, and staff numbers exceed local ministry licensing regulations. Staff qualifications, subject-specialisms, background and health checks meet or exceed local requirements and regulations.

At the beginning and end of the school day the drop-off and pick-up areas are well supervised and great care is taken to ensure the safety of all students. This has become particularly important as recent changes to the surrounding road layout have meant that there is increased traffic near the school. The school continues to monitor this situation and is investigating ways to further enhance student safety.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers is good.

The school communicates with parents via letters, student planners and telephone calls. The school publishes a prospectus for EYFS, Primary and Secondary Sections. The prospectus is reviewed annually. It is available in hard copy for parents. The prospectus contains:

- Particulars of the school's policy on and arrangements for admissions, discipline and exclusion.
- Particulars of educational and welfare provision for pupils for whom English is an additional language.
- The curriculum based on the English National Curriculum with due regard being paid to the cultural context of Fujairah. The curriculum statement outlines the courses of study that students will follow, with details of external assessments.
- The Code of Conduct based on positive reinforcement.

Policies relating to bullying, child protection and health and safety are available on request. The school publishes particulars of academic performance during the preceding school year and these are available from the school office. In addition the school's complaints procedure and staff details are available on demand.

All key information documents are clearly written and are available as hard copy, written in both Arabic and English in order to make them accessible to all parents.

Less formal communication occurs through the home/school book, homework diary; personal interviews can be requested by both parents and teachers by appointment through the office. Heads of Section in Primary are available for consultation at the start and end of the school day. The school holds Book Worm Fairs as a means of advising parents on the selection of English books as well as raising money to buy library books.

Regular, informative written reports and consultation meetings with teachers keep parents well informed about their children's progress, levels of attainment and attitudes to learning. In addition, parents are invited to attend transition meetings, subject option choice meetings, music concerts, school productions, and the Annual Sports Day.

All official written communication is sent in English and Arabic by the Principal of the school only.

Parents, who were interviewed, confirmed the ease of access to teachers and the school's management.

11. Standard 7

The school's procedure for handling complaints

Complaints are rare, but the school has good procedures in place that meet both local requirements and reflect best practice in the U.K. Parents and carers are kept well informed about the process through personal contact and school documentation. This information is regularly updated.

Concerns for handling complaints mirror the management structure of the school. The class or subject teacher is the first port of call. Should an issue not be resolved, progression through the management follows. Provision is made for an independent appeals panel and for the complainant to be accompanied. Appropriate written records are kept; confidentiality is assured.

Parents, who were interviewed, stated they felt confident with the way the school dealt with concerns.

12. Standard 8

The quality of provision for boarding

Not applicable.

13. Standard 9 Leadership and management of the school

The leadership and management of the school are good or better.

There are positive and effective relationships between the Principal and the Board. Collectively they are successful in securing, supporting and developing sufficient high quality staff and ensure their suitability to work with children. Appropriate policies are reviewed and resources allocated.

The Principal provides high quality and effective leadership and management. Collectively the senior management team have ensured that the educational vision is clearly understood by all staff. They work together to drive forward a range of initiatives that contribute to the continual raising of the quality of teaching, learning and students' achievements.

A clearly understood system of collaborative leadership and management has empowered staff and created a climate of commitment and personal development. Teachers are involved in peer assessment opportunities that promote consistent expectations across the school. Focused scrutinise of learning outcomes including periodic analysis of students' books ensure that staff are held accountable and hold others to account, for the educational outcomes of all students.

The implementation of effective self-evaluation has enabled the school to set clear priorities for improvement and to utilise identified best practice to enhance the quality of achievements. Data analysis is enabling the school to set realistic and challenging targets. This focus on pragmatic use of data has had a strong impact on the raising of students achievements.

Similarly, the effective enactment of performance management procedures has ensured clear targets are set for all teaching staff: they support, develop and sustain a desire to achieve excellence.

Year leaders and subject coordinators have clear direction and guidance enabling them to be fully involved in the monitoring and development of key improvement strategies.

In the Secondary Section, Heads of Department in consultation with senior leaders produce departmental action plans. The small size of the Senior Section ensures effective two way communication. Whole school priorities are subsumed into departmental action plans. The absence of a whole school strategic development plan is a missed opportunity to provide clear future direction to all stakeholders.

Through focussed self-evaluation processes, clear priorities have been identified that involved wide scale involvement and evidence gathering. Accurate analysis has enabled the school to implement clear priorities for development through both phase and departmental improvement plans. The monitoring of development plans ensures all staff are aware and involved in the effective implementation of change.

There is a rigorous and extensive system for appraising teachers. Formal lesson observations are followed by a professional dialogue and the identification of areas for improvement. These suggestions form the basis of follow up observations. As a consequence of the small size of the school, informal lesson observations / professional dialogues are almost a daily occurrence. The quality of lessons observed would evidence the efficacy of the process.

The Integrated English and Humanities course in Years 7 and 8, has had a positive effect on raising students' achievements.

The school, particularly the secondary section, has identified the monitoring and tracking of individual students as an area for further development.

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 child/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.