



**British School
Overseas**
Inspected by Penta International

Inspection report

The Pearl Primary School

Abu Dhabi 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, 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, 38 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 groups of students. Two and a half school days were monitored.

The Lead Inspector was John Cranfield. The team members were Colin Dyson, Kathy Faulkner and Carole Godfrey.

2. Compliance with regulatory requirements

The Pearl Primary School meets all the standards for British Schools Overseas.

3. Overall effectiveness of the school

The Pearl Primary School sets high expectations for all its children, and they respond by making good or better progress in their lessons. Levels of attainment are high in both academic and wider creative capacities, enabling children to be very effective learners.

The leadership of the head teacher has a highly positive impact on all areas of the school, ensuring that all staff have a clear understanding of its present and future priorities. These are monitored and developed well. The headteacher is inspirational in her drive to improve continually all aspects of the school. The clearly stated vision is shared and understood by all stakeholders and drives the development of the school.

Teaching is of a high standard throughout the school and the dedication of the teachers is reflected in the strong learning achievements of the children. Teams of specialist teachers have an effective and positive impact on the quality and range of learning opportunities. Classrooms assistants are used efficiently, to ensure they maximise their impact on children's learning and progress.

3.1 What the school does well

There are many areas of strengths.

- The quality of the children' personal development is excellent throughout.
- The spiritual, moral, social and cultural awareness of the children is outstanding. It is supported by excellent pastoral care and robust welfare, health and safety policies and procedures.
- The school is highly successful in enabling all children to develop their personal skills and qualities: children are thoughtful, well behaved, treat others with respect and have well-developed social skills.
- There is an atmosphere of calm throughout the school that enhances the sense of value placed on learning.
- The school has implemented a curriculum that engages children effectively and matches their needs, interests and aspirations.
- The quality of the curriculum planning and implementation enables all children to achieve well and a high percentage achieve outstanding results.
- The creativeness within the curriculum enables children to be imaginative, develop ideas and express themselves well.
- The high quality of the school learning environment ensures children are happy, safe and secure.
- The school is held in high regard by the wider community and parents. The children are proud to be members of the school and value the opportunities it provides.
- The care and concern of the teachers extends well beyond the classroom.
- The whole school community of both teaching and non-teaching staff works as a team to promote high quality learning for all children.
- High academic standards are achieved at the end of each key stage.
- The quality of display is of a very high standard throughout the school.
- The capacity and commitment of middle leaders to contribute to whole school development are excellent.

3.2 Points for improvement

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

- Review the marking policies and practices to ensure impact, effectiveness and consistency across the school.
- Audit the range and scope of challenge in lessons, to provide a richness of outcomes for the most able children.

4. The context of the school

The school was founded in 2007, the first in the Aldar Academies group of schools. Sited in a former government school, the premises have been refurbished to a high standard.

The school is co-educational and provides education for children from the age of 3 to 11 years of age.

The school follows the National Curriculum for England and Wales, including Early Years Foundation Stage Curriculum, with accommodation for subjects required by the Ministry of Education; Arabic Language, Islamic Studies and Social Studies.

Pupil numbers have grown from 482 children on roll to 670 over the last two years. At present, there are 201 pupils in KG and 469 in Key Stages 1 and 2. 47 nationalities are represented in the school. The main nationalities of the students are Emirati 27% and British 20%. In addition, 7% of pupils are Canadian, 6% Jordanian, 5% Egyptian and 5% Australian. The majority of pupils, 63%, are Muslim. Some 43% are Arabic speaking; 63% of pupils are English as an additional language speakers.

English is the language of communication throughout the school, and in lessons.

The school has identified the following as impacting on learning standards:

- Ensuring the school conforms to the requirements of the Abu Dhabi Education Council, in terms of Arabic subjects taught, time allocation and content of aspects of the curriculum.

4.1 British nature of the school

The National Curriculum of England and Wales has been adopted throughout the school from Early Years to the end of Key Stage 2. Literacy and mathematics across all years are based on the UK framework. Over the last two years, the school has adopted the 'Every Child Matters' agenda as additional aims to dovetail with existing aims.

Other aspects of the school emphasise its British nature:

- The school utilises a wide range of assessment methods comparable to best practice in the UK. Consequently, children can join/re-join the UK education system without disadvantage.
- With the exception of Arabic, Islamic Studies, Social Studies and French, all teaching is in English.
- The school is organized according to the structures used in English schools. The Head Boy/Girl, school council, prefects, house captains and librarians contribute towards the 'Britishness' of the school.
- British practice is evident in approaches to performance management, staff target setting, annual review meetings etc.
- All communications from the school to families and students are provided in English, as are all school publications, reports, letters and the website.
- The importance of extra-curricular provision including clubs and school trips are in line with British best practice.
- The school celebrates special events in the UK, for example the Royal Wedding, Remembrance Day and the London Olympics.
- Texts, materials, educational equipment, software and the school's Management Information System are UK sourced.
- Annual shows by Year 6 include Shakespeare productions such as Midsummer Night's Dream and adaptations of stories by British authors.
- Support for UK charities – Poppy Appeal, Cancer Research UK and Macmillan nurses.
- Parents are supportive of the British nature of the curriculum. Those interviewed clearly articulated their appreciation of the high quality of education delivered at the Pearl Primary School.
- The school is an active member of the British Schools in the Middle East (BSME) and has built links with UK schools, British Business Groups, the British Embassy and UK curriculum schools in the UAE.

5. *Standard 1*

The quality of education provided by the school

The quality of education provided by Pearl Primary School is outstanding.

5.1 Curriculum

The Foundation Stage curriculum plans are coherent, systematic and detailed, ensuring that the majority of the children make good progress towards achieving the outcomes of the Early Learning Goals. Teachers plan for the range of abilities in their classes, and include specific tasks for the identified groups including Special Educational Needs (SEN) and the Gifted and Talented. Informal assessment of children's abilities during their first term in school, is used to inform curriculum plans especially personal and social skills. In addition, there is a clear curriculum focus on the safety, health and well-being of the children. There are a wide range of planned curriculum activities that further develop the children's physical and creative skills.

The shared central areas inside, and the well-resourced outside area, enable the children to explore, experiment and investigate as well as uses their imagination. The children enjoy a variety of learning activities as they work happily alongside their friends. During break times, the children imagined the play house was a horse and carriage and they pretended to go to the mall together and buy shiny shoes and jewels; delightful independent natural learning. In lessons, classroom assistants use the adapted learning plans to support individuals or small groups of children to achieve the learning objectives. Careful curriculum planning enables the more able to sometimes learn in another age group or have specialist teaching to ensure very good progress is achieved.

The curriculum across Key Stages 1 and 2 is broad in range and appropriately balanced. Differentiated activities and learning outcomes ensure all can access the curriculum, with the required level of support to meet individual needs. Through careful planning, they enjoy a wide range of activities and topics that encourage them to become independent learners at an early age. Teachers plan curriculum activities that stimulate speaking and listening skills and this greatly enhances progress in learning. Children follow British literacy and numeracy curriculum expectations, alongside a good range of topics based on UK curriculum expectations. The school has planned their thematic curriculum clearly, in order to maximise the learning time available. Curriculum documentation is well planned, clear and concise. It includes long- and medium-term planning. Documentation is consistent in style and presentation. In particular, there is clear evidence of detailed weekly planning being used to implement the curriculum. Evidence demonstrates that curriculum management and implementation are strengths.

Within lessons, teachers plan activities that encourage children to work effectively in pairs and groups, and encourage high levels of mutual support and involvement in learning. The school successfully encourages children to become independent learners, enabling and

empowering them to manage themselves and enjoy the rigour of a challenging and exciting curriculum. Throughout the school day, children can be seen taking personal responsibility for their learning, rather than waiting to be told what they should do.

Children build on their speaking, listening, literacy and numeracy skills as they move through the key stages.

Specialist teachers deliver music, physical education and swimming. In Key Stage 2, pupils have the opportunity to study French. Schemes of work contain detailed plans to challenge the most able as well as support those with special educational needs. Several educational trips and visits take place locally to enhance the broader curriculum, and children participate in inter school competitions. These include visits to support the curriculum, such as the science visit for Year 6, as well as sporting activities.

5.2 Teaching and assessment

Teaching and assessment are outstanding.

Learning and teaching is very good in the Foundation Stage. The Foundation Stage class rooms and spaces, provide a colourful and attractive environment in which to learn, develop new skills, make friends and feel secure in the care of the dedicated teachers and able classroom assistants. Learning activities are based on the children's prior knowledge and capabilities. The children are highly motivated and enthusiastic because of the interesting variety of learning tasks. The children learned the 'Jack and Jill' nursery rhyme in the classroom and then demonstrated the actions in the outside area with a pretend pail of water. This enthusiasm for learning is evident in whole class teaching sessions, when learning independently or in free flow activities. The effective use of the high quality curriculum resources, books, interactive whiteboards and individual tablet computers contributes to the very good achievement of the children.

Though lessons are planned together, each teacher is effective and confident in the use of their own professional skills, creative ideas and individual personality to enliven teaching. Most use a range of appropriate learning strategies that motivate, encourage and develop children's self-belief that enable them to successfully attempt new learning. The word "can" was frequently heard in classrooms. Occasionally however, the learning task was not demanding enough for the more able children, as they easily and quickly achieved the learning objective. Extension tasks although planned, were limited in variety.

In Foundation Stage (FS) Arabic lessons, children independently used the interactive whiteboard to practice writing the Arabic letters they had previously learned. The variety of teaching and learning styles used by the specialist Arabic teacher resulted in children enjoying learning to speak and write in Arabic and achieving well in the lessons. In one FS Arabic lesson however, whilst most children were practicing new vocabulary, a few continued to speak in English resulting in a missed learning opportunity.

During nearly all the lessons observed, the teachers ensured the planned tasks and activities engaged, motivated and challenged the children to acquire new skills and knowledge. Occasionally the learning task was not demanding enough for the more able children, as they easily and quickly achieved the learning objective. Extension tasks were usually planned for, they did not always enhance learning, rather than 'occupy' the children. A wide range of free choice activities was always available to develop the skills of independence, co-operation and responsibility.

The children on the SEN register have individual education plans (IEP) to help them in lessons. Classroom assistants are effectively deployed to support the SEN children. Progress towards the IEP is reviewed twice a year with the teacher and parents so that individual children's learning needs are mainly met in class lessons.

In all classrooms across Key Stages 1 and 2, there is a purposeful learning atmosphere, enhanced by an excellent range of resources readily available. Effective displays provide learning support and celebrate children's achievements creating stimulating learning environments.

Teachers collaboratively plan a wide variety of appropriate activities to enhance the learning experience for all of the children. Planning is thorough and the teacher shares learning objectives with the children and ensures assessment opportunities are identified. Well-structured activities provide a rich variety of opportunities for children to apply a wide range of skills to great effect in reading, writing, communication and mathematics. Children in Year 1 eagerly explained how school and home reading procedures helped them gain in confidence in both text work and spelling.

Opportunities for the children to apply their thinking skills, make decisions and select resources and materials, were evident. A lesson on using adjectives involved highly effective questioning techniques by the teacher, resulting in a range of high quality learning outcomes. In Year 2 mathematics lessons, a range of differentiated problem-solving activities ensured each child was fully engaged in learning appropriate to their needs. Studying the work of Kandinsky in art activities, enabled children to use a rich variety of media independently, as they explored pattern making.

Teachers encourage all children to develop effective independent learning skills that enable them to be self-reliant and to take a growing responsibility for their own learning. A Year 1 class returning from a swimming lesson immediately settled to the next learning activity ensuring the effective use of time was maximised.

Across Key Stages 1 and 2, there was evidence of effective collaborative work with talk partners supporting each other to complete tasks to a high standard. In Year 2 phonics lessons, children were encouraged to share and peer assess each other's sentence writing to evaluate how effectively the learning objectives had been met. However, in a Year 3 mathematics lesson, a few children lost focus as a consequence of an over-emphasis on listening.

Throughout Key Stages 1 and 2, high expectations of behaviour, personal responsibility and achievement underpin all lessons. Nearly all provide opportunities for children to learn with a partner or in a group. Learning objectives were shared with the children. Children were confident in expressing themselves clearly when asking or answering questions. Opportunities for children to apply their thinking skills, make decisions and select resources and materials, were clearly evident. For example in a Year 5 literacy lesson children were asked to create a set of questions orally and spend 5 minutes “hot-seating” each other to deduce what their chosen appliance was.

The SEN children in Year 6 are supported well in the Literacy lessons by the SEN Coordinator to ensure progress is achieved.

Good examples were seen of children applying self-assessment techniques and demonstrating an increased responsibility for their learning. Whilst all work in books was acknowledged the efficacy of advice for improvement varied in usefulness. However, nearly all children had a clear understanding of the standards they were currently working at. In English for example, curriculum level criteria are placed in the front of their work book and the children are asked to self-assess their level. At the rear of the book are the criteria for the next level. Children when asked were clear about the requirements of the next level.

The teaching of Arabic is enhanced by the frequent opportunities for students to practice their speaking and listening skills. Children are encouraged to write in Arabic and this is having a positive outcome on their learning. Language support is available as appropriate for students with an IEP.

Effective monitoring throughout the year provides a range of assessment data enabling cohorts and individuals to be tracked. The data is used well to inform planning and set challenging targets. Newly appointed year leaders are tasked with analysing the data for their year group to further raise standards and hold teachers to account.

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

5.3 Standards achieved by pupils

The standards achieved by pupils are outstanding.

Throughout the Foundation Stage, children's progress is carefully monitored, formally, through noting achievement in specific tasks and informally, throughout each term when the teacher or classroom assistant observes significant achievement. These assessments inform curriculum plans. Children who need extra support or challenge are identified during their first term in school. This helps ensure the planning meets the learning needs of all the children and enables them to make good or very good progress. Most learning is purposeful, carefully matched to ability and personalized for each child. The curriculum resources both inside and outside are of the highest quality. Books, games, materials, computers, interactive whiteboards and individual computers are used effectively to support and extend learning. In FS1 literacy lessons, children independently used the interactive whiteboard to practice writing the letters they had learned earlier in the lesson.

The children's work samples in Literacy show that all abilities of children progress well throughout the year. Work is well presented and cursive handwriting is taught and by the end of the FS, most children are able to write simple sentences, words lists, labels and use phonetic knowledge to correctly spell simple words. The skills learned in the FS prepare the children very well for the Key Stage 1 curriculum.

Throughout Key Stage 1 and 2 Standards remain high as a result of the good progress made by almost all students. This is achieved by the effective use of data both internal and standardized, to monitor progress, set and review targets on a regular basis and provide individualized support in order to develop strong basic skills, higher order thinking and a good knowledge base.

Externally validated assessments comparing reading, mathematics and science across 62 countries, place The Pearl in the 99th percentile for reading and the 98th and 97th percentiles for mathematics and science. At the end of Key Stage 1, 43% of pupils in mathematics, 20% in writing, 45% in reading and 33% in English are working above their expected level. Good progress is continued throughout the next key stage. At the end of Key Stage 2, 58% of pupils in mathematics, 47% in science, 52% in English, 44% in writing and 60% in reading are working above their expected level.

Progress in guided reading in Year 4 was evident through pupil dialogue, oral answers and recorded work in books. Feedback also enabled pupils to respond and think about their work.

The impact of the SEN provision is tracked through formal assessments. National Curriculum sublevels are used to assess progress in smaller steps for children on the SEN register so that the value added of the provision can be measured. The information is used to ensure provision is used effectively to raise standards.

The school has established consistent procedures for tracking progress and strategies for analysing data to give a clear indication of individual student value added.

6. *Standard 2*

The spiritual, moral, social and cultural development of pupils

The quality of the children's spiritual, moral, social and cultural awareness is excellent. The school successfully encourages high moral standards, self-discipline and mutual respect for the cultures, opinions and values of all others.

Spirituality is developed in lessons and assemblies. For Muslim students, the principles of right and wrong are supported through Islamic studies and the Quran. Awe and wonder is evident, for example in the EYFS where moments of discovery provide frequent opportunities for children to reflect on the world around them.

Children are expected to listen attentively to the adults and each other. They are polite, cheerful and well mannered. Mostly they are able to take turns, share resources and work as part of a group. Teachers plan opportunities for children to work in pairs in order to reinforce the necessary social skills that underpin effective pair and small group work. The relationship between the adults and children is outstanding. Children's views are valued and praise is used effectively to motivate and acknowledge achievements. Teachers or classroom assistants quickly address any rare instances of unacceptable behaviour to safeguard the well-being of the other children. The very good supervision of children in the outside areas encourages all children to engage in the many opportunities for physical and active learning and encourages them to take good care of the equipment and resources.

The displays of the School Council and the Eco-Council demonstrated pupil voice and intentions, and provided opportunity to develop understanding of the importance of making meetings effective, for instance using of an agenda, minutes and demonstrating a care and commitment to the environment.

Children are voted onto the council by classmates, one per class Year 3 – Year 6, plus Year 2 in Term 3. They are pro-active, meeting once a week with a Y6 teacher who is gradually handing over full responsibility to the children to create an agenda and manage meetings. The council has been responsible for improving the quality of playtimes as well as raising awareness of global issues e.g. current climate disasters. The Eco-council is also made up of one child per Key Stage 2 class, to raise eco-awareness and work towards achieving the Green School award. Both councils are highly motivated to make things better.

The level of attendance is high, 95% since the start of term. The school however, is not complacent and has introduced strategies to raise the percentage even higher.

Tolerance, democracy, respect for freedom of expression and other human rights are developed throughout the school. As students progress, rich curriculum experiences ensure they broaden and deepen their understanding of the responsibilities of citizenship not only in the UAE but in the UK and internationally. A spirit of internationalism is firmly embedded in the curriculum. The school shares information about Britain to support their students and parents should they wish to relocate to live or study in the UK.

7. Standard 3

The welfare, health and safety of the pupils

The provision the school makes for the care, guidance and support for all children is outstanding.

The school has implemented highly effective practices for guarding against bullying and dealing with any unacceptable behaviour, and children feel that they are effective. A written first-aid policy is in place and effectively implemented.

The safeguarding and well-being of the children are high priorities, implemented by all the school staff. Administrative and security guards ensure the school's procedures are followed. The children are very well supervised at all times as they arrive, in school and at the end of the school day. The teachers and classroom assistants in the FS ensure the children's safety by only allowing them to leave with their parents or carers.

The Year 2 children were proud to receive the Principal's awards. They explained how it made them happy and want to work even harder. The children spoke to adults confidently and described how teachers cared for them, helped them with any problems and to reach their learning targets. The children knew that good work resulted in a range of rewards and that sanctions were necessary, but not used very often.

The school encourages healthy eating, and advises parents to prepare healthy snacks and packed lunches. The children know why they need to eat fresh fruit and vegetables. They also talk about why they need to look after the school and wider environment.

Teachers' classroom files identify any children with specific medical needs. The classroom assistants are well trained, sensitive to the needs of the children and their expertise is well deployed in the classrooms and the outside learning environment.

Procedures are in place to record sanctions imposed upon children for serious disciplinary offences. The school's admission and attendance registers conform to local regulatory requirements.

The school swimming pool is well supervised, with doors locked when not in use.

An emergency evacuation takes place once a month and is monitored for effectiveness. Fire safety procedures are reviewed by the local civil defence force.

8. *Standard 4*

The suitability of the proprietor and staff

The suitability of the proprietor and staff is of a high order. The Aldar group of schools are held in high regard by the local community. The academic board oversee school policies, ensuring all local requirements are met. They do not interfere with the management of the school; there are clear lines of demarcation.

The board ensures the school meets the safety, care and guidance requirements for all students. In addition, they take 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 Ministry of Education must approve the qualifications and status of teachers employed by the school before issuing work visas. This process requires the checking of original certification, including attestation of degree certificates and teaching qualifications held by teachers.

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.

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.

9. *Standard 5* The premises and accommodation

The premises and accommodation are of a high quality.

The school buildings are fit for purpose and extremely well maintained. Space is utilised creatively and the leadership team are proactive in ensuring the environment is both attractive and safe. Maintenance staff are highly effective in their work ensuring high standards are met and maintained.

Classrooms are arranged to facilitate highly effective teaching and learning. Furniture and fittings are appropriately designed for the age and needs of all children. Sound insulation and acoustics allow effective teaching and communication. Lighting, heating and ventilation are highly effective. Flooring throughout the site is well maintained and is in excellent condition. Outdoor areas facilitate a wide range of play opportunities, support physical development and enhance the physical education provision. Access to the swimming pool is only possible under supervision. A focus group of interviewed children stated that they found their environment inspiring and conducive to learning. Washroom facilities are plentiful, hygienic and easily accessible

The school employs a full-time nurse who oversees the health of all children. Medical facilities on site are appropriate with designated facilities for children with health issues.

The site has sufficient access to ensure emergency evacuations can be accomplished safely and speedily. All children are able to enter and leave the school in safety and comfort. Policy and procedures provide clear detail and guidance for relevant staff.

Water and drainage systems meet local requirements and are tested regularly. Site security is good. There are cameras at vantage points along each external wall, along corridors in the main building and at other strategic points within the school. Security teams are on duty 24 hours a day, 7 days a week.

There are sufficient areas for shade during non-contact time. Appropriate provision is made for religious observations.

The school is well-staffed to deliver the curriculum offered.

10. Standard 6

The provision of information for parents, carers and others

The quality of information provided by the school to parents, prospective parents and its wider community is excellent. This includes a comprehensive weekly newsletter, annual yearbook, group texting, web site, reading and homework diaries. Formal reports and consultation meetings twice a year with teachers keep parents well informed about their children's progress, levels of attainment and attitudes to learning.

The school prospectus is supplemented by regular information updates released at key times throughout the year. In addition, parents can access criteria for admission, discipline and exclusion procedures, behaviour and child protection policies as well as the complaints procedure. The school publishes academic performance data during the previous school year and includes the results of public examinations. A focus group of parents confirmed the high quality and effectiveness of home-school communications.

Prospective parents are well-supported and kept informed at every stage of the admission process. Interviewed parents were complementary about the school's induction process. Responses to a new parent questionnaire indicated that over 94% of parents felt that their initial contact with the school was helpful. Over 88% indicated that they found the admission process straightforward, whilst over 98% of parents felt that the arrangement for their child to settle in when he/she started school were good or better.

Contact details of the school and the board are readily available. The Pearl's ethos and mission statement is prominently featured in relevant documents and publications, and referenced as a key driver of school improvement. Whole school policies, including those not related to the curriculum, are available to parents and regularly reviewed and updated. The Pearl clearly details its provision for pupils with learning difficulties or for whom English is a second language.

A comprehensive log is kept on all staff employed together with their qualifications and service records.

The school regularly seeks feedback from parents both formally and informally and proactively works to address any issues identified. Face to face meetings are given a high priority. Teachers in the lower primary provide effective contact points for parents collecting student. In addition, parents are invited to attend transition meetings, music concerts, school productions and sports day.

Following any formal inspections or accreditations, the school publishes the report together with the details of development plans that have been written following the recommendations of the visiting team.

11. *Standard 7*

The school's procedure for handling complaints

There is a formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. The procedure is rigorously adhered to and highly effective in ensuring that a complaint is dealt with at the appropriate level. Written records clearly detail the process regarding individual complaints and a high level of confidentiality is observed. Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any complaint.

12. *Standard 8*

The quality of provision for boarding

Not applicable.

13. *Standard 9*

Leadership and management of the school

The governance role fulfilled by the board is outstanding.

The Senior Management Team is held to account by the Board of Aldar Academies. Collectively, they are uncompromising in their drive to improve attainment, and maintain the highest levels of achievement, for all pupils irrespective of their ability over a sustained period of time.

The Principal provides outstanding leadership. She has a well-articulated vision and provides clear direction, as reflected in the high quality of education, the care of pupils, and the fulfilment of the school's aims and ethos.

Senior leaders have effectively delegated some areas of responsibilities, appropriately to middle managers. This has enabled staff to make a strong contribution to the effective development and progress of the school. Effective policies and practices are fully implemented resulting in a high level of consistent best practice across the school.

Well established systems are in place that has a very beneficial impact on developing a clear understanding of highly effective teaching and learning. Clarification, and the establishment of challenging expectations that are monitored, effectively ensure teaching is consistently of a high quality.

Effective systems of tracking ensure all staff clearly understand the child's next stage in learning. The Pearl Primary School has promoted the importance of the development of the whole child. Along with the careful monitoring of academic standards, equal care is taken to ensure the children have the opportunities to develop across the whole range of personal and social skills.

The school leadership team highly values 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.

The school actively seeks to recruit staff of the highest calibre and ensures all safeguarding procedures are in place.

The school has highly successful strategies for engaging with parents and carers, to the very obvious benefit of pupils. The school's arrangements for safeguarding pupils are robust and exceed statutory requirements.