



## **Inspection report**

# **Sharjah English School**

## **Sharjah United Arab Emirates**

Date	10 <sup>th</sup> -12 <sup>th</sup> March 2019
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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 students; 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 and students' achievements.

This inspection was completed by Penta International. 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, 69 full or part lessons were observed by inspectors. School documentation and policies were analysed, and data reviewed. Students' workbooks were scrutinised. Discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Two and a half school days were monitored.

The lead inspector was Nicola Walsh. The team members were Kathryn Edwards, Susan Eriksson and Alfons Vinent.

## 2. Compliance with regulatory requirements

Sharjah English School fully meets the standards for British Schools Overseas.

### 3. Overall effectiveness of the school

Sharjah English School is an outstanding school: it is very effective and standards across all areas are high. The school is well led and managed, and all stakeholders take a keen interest in the success of the school.

As a result, students' attainment is above what is normally expected across all phases of the school. Students are well disciplined, confident and articulate. Even the youngest students behave responsibly.

The school has accurately self-evaluated its performance. The school's senior leadership team and board of governors continually monitor and evaluate the standards at the school against external judgements. This has enabled the school to identify and focus on the priority areas. Consequently, the school has grown and developed into a school with an outstanding reputation in its community.

The school offers a rich and broad curriculum that includes design and technology, music, art and drama at a high standard. Through the curriculum students explore areas that help to prepare them for life beyond the school.

#### 3.1 What the school does well

The school has many strengths which include:

- High academic standards.
- Students who are self-disciplined, articulate and courteous.
- Effective and distributed leadership, led by an outstanding principal.
- A broad, rich and inclusive curriculum.
- Consistent standards in teaching across the school.
- Clear lines of communication across the school.
- A small school ethos with a strong community feel.
- A pleasant and safe working environment that is conducive to learning.
- The support given to staff, parents and students.
- A sixth form that provides a personalised learning experience for students.

## 3.2 Points for improvement

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

- Further embed the use of summative assessment data to inform teachers' lesson planning.
- Ensure that the marking policy is uniform and applied consistently across the school.
- Ensure succession plans are in place for all senior leadership positions so that high standards are maintained in the years ahead.

#### 4. The context of the school

Full name of school/college	Sharjah English School				
Address	PO Box 1600, Sharjah, United Arab Emirates.				
Telephone number	+971(6)558 9304				
Fax number	+971(6)558 9305				
Website	<a href="http://www.sharjahenglishschool.org">www.sharjahenglishschool.org</a>				
Email address	<a href="mailto:enquiries@sharjahenglishschool.org">enquiries@sharjahenglishschool.org</a>				
Head	John Nolan				
Chairman of Board of Governors	Khalid Al Amiri				
Age range	3 to 19 years				
Total number of students	854	Boys	429	Girls	425
Numbers by age	0-2 years	0	11-16 years	226	
	3-5 years	131	16-18 years	68	
	6-11 years	425	18+ years	4	
Total number of part-time children	0				

Sharjah English School was established in 1974 as a primary school. The secondary section was added in 2005. A Board of Governors have overseen the running of the school since 1975 and are now actively involved in the strategic direction and continued success of the school.

The school runs as a 'not for profit' organisation. It is well resourced and situated on a large site in Sharjah, close to the university.

The principal has been in position since 2010 and previously held a senior leadership position at the school. The school reports that teaching staff stay at the school between 6-8 years and that the school is highly regarded in the local community. Over 90% of primary students transfer up to the secondary section. The school is looking to develop further its sixth form provision.

## 4.1 British nature of the school

- The school delivers the English National Curriculum and Early Years Foundation Stage Curriculum (EYFS).
- The school is organised into key stages (KS) and year groups.
- The school's board of governors has recently revised its composition to replicate that of a British school's governing body.
- The organisation of staff at the school has an essentially 'British' hierarchical structure with principal, primary and secondary heads, heads of department and subject leaders.
- The school's assessments are UK sourced and benchmarked against UK standards.
- The school promotes British values through the school's vision, curriculum activities, displays and events.
- A British school hand bell is in use in the primary section to signal the start of the school day.
- A school council and house system replicate those found in British schools in the UK.
- A display board listing past head girls and head boys of the school is prominent in the reception area.
- The school is well resourced in materials that are in use in British curriculum schools.
- Over half the students leaving sixth form, study at a British university.
- The school has a uniform policy, like many English schools.
- Almost all teaching staff have British qualifications or have taught in a British curriculum school.

## 5. Standard 1

### The quality of education provided by the school

The quality of education provided by Sharjah English School fully meets and exceeds the requirements of the BSO Framework.

#### 5.1 Curriculum

The curriculum is outstanding. It is rich and well matched to the needs of its students, in line with the school's vision the curriculum 'caters for all.' The school follows the 2014 English National Curriculum and the EYFS Curriculum, with adaptations to include local host country requirements. The school offers Arabic and moral studies and promotes the UAE National Agenda. Within the timetabled curriculum, specialist teachers deliver high-quality design and technology, art, drama, music and physical education lessons. Peripatetic music lessons are also offered.

Curriculum policies are in place and progression is evident in the curriculum map that is planned collaboratively by subject leaders, heads of departments and focus groups. Regular curriculum reviews take place. This ensures the curriculum is aligned to the needs of students. Recently, following an analysis of attainment data, changes were made to the science curriculum at KS4, improving outcomes for students.

The sixth form curriculum is highly personalised to ensure that every student is enabled to follow their choice of study. This combined with a very low average teacher/student ratio ensures all students have a very positive sixth form experience and attainment is high.

In the secondary section all students are expected to study GCSEs in English language, English literature, double or triple science, mathematics and up to four optional subjects. In English in KS3, the school has designed a thematic curriculum that creatively links all aspects of the national curriculum. This fosters engagement in texts such as Shakespeare's "The Tempest." Reading has a high profile across the school. All English teachers in the secondary section routinely share with students the name of the book they are currently reading on English classrooms doors.

Within the primary section the curriculum is rich and varied. This is evident in display work and students' work books. For example, in Year 5 students had written letters pretending to be Viking Kings and classic texts such as 'The Tiger Who Came to Tea' were in use in the Foundation Stage.

A synthetic, progressive phonics programme is delivered in KS1 and EYFS. Students are vertically grouped according to phonic knowledge and this has led to accelerated progress. Reading time in class and designated class library times are timetabled weekly. In KS2, students are set in streamed groups to follow a maths curriculum closely aligned to ability. Recorder and ukulele are taught in KS2 so that by the time students leave the primary section, they have wide experience of playing musical instruments.

A wide range of extracurricular activities further enriches the curriculum offer. These are often student led such as the Model United Nations. Other activities are offered through external providers such as tennis and swimming sessions after school. The Duke of Edinburgh International Award is offered in the secondary section. Off-site residential trips such as an overnight camping trip are offered to students across the school. The views of parents are sought to help determine the content of the extracurricular programme.

The principle language of instruction is English. Many planned opportunities for speaking and listening activities are provided within the curriculum across the school. *Talk 4 Writing* is in use in the primary section. Collaboration and communication skills are developed in lessons. Arabic is taught from Year 1 and French is provided to all in KS3, and offered as an option in KS4 and KS5.

The curriculum effectively supports students with an identified special need or disability (SEND) through the learning support provision. SEND children are identified through admission tests, previous school reports, benchmarking and baseline assessments, in addition to teacher and parental referrals. Registers are maintained and reviewed regularly for all students requiring support. Provision in the curriculum is categorised into three levels: Wave 1, 2 and 3. The school employs 6 qualified teachers who provide personalised support to students through the learning support department.

Students' learning behaviours are explicitly taught through the learner profile. These learning behaviours include empathy, innovation, resilience, responsibility and communication. The learner profiles are included in curriculum planning and aspects are referenced as success criteria in different subject areas. Also, an academic tutoring programme creates opportunities for sixth formers to actively support younger students across the school. This is highly valued by students and enables them to achieve aspects of the learner profile.

The transition between the EYFS curriculum and more formal KS1 curriculum are eased by the continuous provision and cross curricular approach in Y1 and Y2. In KS2, Year 6 students have designated library time in the senior library before transferring up to the secondary section. Options evenings, November GCSE week, GCSE and A level lesson taster sessions in secondary, all help to support students as

they move up through the school. Shared subject areas enhance the 'small school-one campus-one school' feel so that transition issues are minimised. Transitions to university for sixth form students are supported by dedicated staff. Extracurricular activities such as a graduation dinner help to prepare students for formal social occasions and celebrate the students' successes as they prepare to leave the school.

## 5.2 Teaching and assessment

Teaching and assessment are good with many outstanding features.

Teachers are proficient in their subject knowledge of their curriculum area. They successfully adapt this to the age of the students that they teach. Teachers plan and deliver effective lessons with clear learning objectives so that students know what they are learning to do. Teachers' lesson planning is consistent across the school.

Questioning is used routinely by teachers to check students' understanding. In the best lessons, teachers prompted deeper thinking and gave students time to think and consider. Differentiated tasks were applied suitably to ensure students had work matched to their needs, this was used most frequently in the primary section.

Teachers embed the use of talk in lessons so that students become confident and articulate. In a Y13 lesson on UK and US tax systems, strong student interaction and dialogue ensured all students had opportunities to discuss their learning. In a Y8 geography lesson, students explained to each other the different concepts of weathering. They then self-assessed confidence levels against the learning objectives.

Collaborative and imaginative tasks were most evident in the primary phase and KS3. In a Y7 maths class on ratio and proportion students were actively collaborating to estimate the thickness of bees on the man who won China's Bee Wearing contest.

Teachers' use of peer and self-assessment was most evident in the secondary section. In a Y11 drama lesson, Y13 students supported students to deliver a monologue, drawing upon their previous learning to explain. Sixth form students routinely support foundation stage students with reading tasks. In an GCSE French lesson, students were observed peer assessing each other's speaking skills against exam criteria.

Teachers' use of formative assessment to inform planning is strong. This was most evident in the foundation stage where teachers apply 'in the moment' planning. Teachers observe and initiate - at the moment they are observed - activities that are very closely matched to an individual child's need. Each child is assessed against the seven areas of development and the staff know the children well, monitoring and reviewing provision to ensure children make progress.

In the primary section students' attainment and progress is tracked in reading, writing and maths. Reading is closely monitored by thorough reading assessments that benchmarked attainment against UK expected outcomes. Students are

streamed by ability for maths and then taught in groups where the curriculum content is matched to ability levels. From Y1 onwards, 'cold' and 'hot' tasks are set by teachers at the beginning of a project and the information from these is used by teachers to plan lessons based on what skills and knowledge the students need to develop. All students are set targets and these are regularly reviewed.

Individual students who have been identified as requiring support receive targeted intervention matched to their identified area of need and their progress is closely monitored by learning support assistants.

Teachers encourage students to self and peer assess and this was evident in students' workbooks. In work scrutinised, students had targets based upon a completed assessment task. In one example, a student had set his own targets prompted by the incorrect answers in a KS3 maths assessment, marked by the teacher. One student commented, 'Teachers make me think, they tell me to look through my book and find something I want to improve and make my own challenge.' Secondary teachers promote the use of student planners following an academic review cycle so that students can reflect on and set targets on how to make progress.

In the secondary section teacher feedback in students' English workbooks and files was detailed, clarified misconceptions and indicated to students the next steps. However, this was not a common feature across other subjects. Often secondary students' work lacked care in presentation, particularly evident in science and mathematics where diagrams were poorly labelled and completed in pen. In the primary phase teachers had high expectations of presentation and routine feedback was more evident but inconsistent.

Across the school, teachers set students individual targets using summative assessments. Students' cognitive ability is tested on entry to the school and in years 3, 5, 7, and 9. This data is used to set individual targets and identify learning needs. In KS5 ALIS data is used. Students' attainment is measured at 2 points each term by subject and this attainment is tracked to ensure students are making progress. In the primary section student progress meetings take place twice a year. Year 1 phonics assessments are in place and these are benchmarked against UK standards.

## 5.3 Standards achieved by students

Students' behaviour across the school is outstanding. They are polite to one another and staff. They respect property and the rules of the school. Attendance is in line with UK standards and students are punctual. At the start of the school day secondary students enter classes without the need of any supervision or signal such as a school bell. In a Y9 directed study lesson students were taking responsibility for their own learning by self-managing their time and work. All students were engaged, working independently on homework projects, reading or discussing their work with peers. Overall students behave sensibly with limited supervision in-between lessons and around school. Students are reflective learners and can articulate their learning. They enjoy school.

Across the school students' attainment is in line or above UK expected standards.

In sixth form students' attainment is high. In 2018, 66% of students achieved grades A\*-B and 84% achieved A\*-C grades at Advanced Level GCSE. This was an increase on the previous two years' results and indicates an improving trend.

In 2018, Y11 students' achieved Sharjah English School's best GCSE performances. Over half the students attained a grade A or above in their chosen subjects. 90% of students attained grades A\* or B and 98% of students attained grades A\* to C. 24% of students at GCSE attained an A\*. This is well above the 2% of international students who attained an A\*. English and maths were the strongest subjects overall.

In the primary section attainment in reading and writing is in line or above expected UK standards. This was based on hearing students read and observing writing in lessons. In maths no student was below the expected standard. The school's 2018 end of year internal data for Y2, Y3, Y5 & Y6 indicates that at least 75% of students were attaining above the expected level in English. In maths, most students in Y2, 4 and 5 are exceeding UK expectations. In all other areas where data was available most students' attainment is in line or above the expected UK standard.

In the EYFS, the school's internal data indicates that at the end of 2017-2018, the percentage of children achieving a good level of development was above UK national averages. In literacy, students are writing competently in sentences and using phonic strategies, above the level that is normally expected.

The school monitors the standards for different groups of students such as boys, girls and SEND. The progress of different groups of students is tracked and regularly reviewed.

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

The quality of the students' spiritual, moral, social and cultural development meets the standard and is a key strength of the school.

The school enables students to develop their self-knowledge, self-esteem and confidence. Students are encouraged to reflect on their learning, celebrate their achievements and set targets to make further progress. This practice is embedded into the curriculum across all age groups and is an integral part of developing student self-reliance and learning skills.

Students throughout the school are provided with opportunities to exercise leadership and share their views. The student councils are effective in ensuring student involvement in organising projects and events such as assemblies, music performances, drama productions and house competitions. Students readily accept responsibility and leadership roles. For example, students adopt the roles of subject prefects, house captains and as academic tutors.

The school effectively enables and encourages students to distinguish right from wrong and to show respect for themselves and each other. During the visit behaviour was very good throughout the school and students interacted positively with each other, their teachers and other adults. Students have a clear understanding of what is expected of them in terms of behaviour: they understand and respect the 'Golden Rules' and 'Code of Conduct' and aspire to achieve the elements of the Learner Profile.

The school promotes a friendly and inclusive environment, indeed several students new to the school this academic year reflected on how well they had settled in and how much they enjoyed their new school as they had been made to feel so welcome. On numerous occasions students and staff described the school as a community with a family feel. In assemblies and moral lessons, topics such as 'Gender Stereotyping' 'Cyber safety', and 'Anti-bullying' enable students to reflect on their behaviour and how it can make others feel. Students know who they can talk with if they need support and there is a clear pastoral programme in place.

In primary, the relationships between students are characterised by kindness and sensitivity, underpinned by the rich cultural and linguistic mix in the school. They show respect for one another and whatever their cultural or religious background, when they join the school, they feel welcomed as an integral part of the community. They see themselves as part of a cohesive school family.

One student commented that they liked the diversity of the school because, 'We all unite as one, we come from different places but in this school, we are one community.'

There is an emphasis on responsible citizenship for the UAE, UK and wider world. This is embedded in the formal subject curriculum, weekly moral lessons, assemblies, school trips and charity projects both in the local area and internationally. An assembly led by senior girls focussed on International Women's Day and topics such as rights, privilege and equality were sensitively handled. A recent school charity fundraising initiative, 'Don't Stop Beating' has been very successful.

Cultural awareness is outstanding. Students throughout the school show an awareness, appreciation and respect for each other. They celebrate and share aspects of their own culture through events such as Mother Language Day and International Picnic Day. Students learn about their own and other cultures through events such as Chinese New Year and International Day. An International week, school trips off site and exposure to staff from different cultures also help to broaden and deepen cultural experiences. Students and teachers are mutually respectful and the values within the learner profile help to foster good social responsibilities.

## 7. *Standard 3*

### The welfare, health and safety of the students.

The school fully meets this standard.

An appropriate range of policies to promote the welfare, health and safety of students are in place. The policies are implemented effectively, and detailed recording systems are well managed by the school's premises officer and administration. Local host country requirements regarding health and safety are met. Written policies and procedures for off site visits including comprehensive risk assessments are in place. Regular evacuation and fire drills take place and procedures for 'lock down' are being developed.

Attendance is closely monitored, and parents are expected to contact school on the second day of absence. However, most parents contact school on the first day of absence by logging into the school's intranet system. Punctuality is also closely monitored as students who arrive late must enter school via the reception. The school gates are closed at 8am. A standard note is issued to students who persistently arrive late to school and this can be escalated up to inviting parents to meet the class teacher, if required.

The site is secure. A perimeter fence is in place and exits are manned by security staff. There are strict exit and entrance procedures in place at the end and beginning of the school day. These are well established and followed. The swimming pool area is secure. Gates are locked and when open emit an alarm so that staff are alerted if students enter or leave via the gates. Specialist classrooms, where dangerous machinery or materials are stored are locked when not in use and keys are held by senior leaders.

Students are appropriately supervised during the school day at break times and lunch times. Primary students are escorted by staff as they move around the large site to the specialist areas.

There are 2 full time school nurses, a part time doctor and fifty-six staff are trained in administering First Aid. This includes all the Physical Education staff. The school nurse promotes healthy lifestyles amongst students, maintains an accidents log and deals with minor injuries and illnesses.

The school is very proactive on raising awareness of mental health. A school councillor has recently been recruited: staff are being trained to be aware of mental health issues. Students can self-refer for counselling. The school counsellor's office is friendly and inviting and in the centre of the school. A note on the door encourages students to 'Leave me a note if I'm not in.' The wellbeing and safeguarding team meet regularly to discuss the health and safety of children causing concern.

The school has a zero-bullying policy, and parents and students confirmed that cases of bullying were rare. Bullying incidents are dealt with swiftly. Student representatives, from both primary and secondary reported that they enjoyed being at Sharjah English School and that the school was a community where everyone was treated equally and fairly.

Pastoral systems across the school work well and have a high profile. In secondary the Academic Tutoring programme also indirectly provides peer mentoring support and students value this. Students reported that they feel valued and safe in the school and they know who to talk to if they need help.

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

The suitability of the proprietor and staff meets fully the standards required for BSO.

All members of staff, before they are appointed to the school undergo checks to confirm their suitability before they are appointed to the school. Rigorous checks are made on all staff from overseas. They must satisfy the requirements of the Ministry of Education before a residence VISA is issued. These include all the appropriate checks. The school complete further checks such as taking references and asks to see the documents that have been required by the ministry. Governors, supply staff and volunteers are also checked to confirm that they are suitable to work at the school.

The school maintains records of staff who currently work at the school and have worked in the school since the last inspection. This includes the dates at which they started working at the school and the date at which they ceased working at the school.

To ensure the suitability of staff is maintained all teaching staff have regular safeguarding training as part of their induction and on an annual basis. There is a designated safeguarding lead, school governor and two deputies who have all had advanced level training in safeguarding. In addition, safeguarding awareness training, has been provided in a range of languages for all staff, including staff not directly employed by the school. Consequently, the procedures for recording and referring cases of concern or child protection are clear and understood by all staff.

Staff who are new to the school felt that the initial communication and induction support provided by the school was informative and supportive. This included safeguarding training and a safeguarding check was also evident in the recruitment process. All new staff are initially observed by the school's principal and staff new to the school felt that this was a supportive approach to ensure suitability.

The school does not recruit newly qualified teachers.

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

The premises and accommodation meet BSO standards

The school site is extensive and one of the largest in Sharjah. The school has an auditorium, swimming pool, large outdoor field area and shaded playground areas. Buildings are organised around key stages and subjects. There are well equipped specialist subject areas for music, art, design and technology, PE and drama. Their use is shared by all members of the school community. A designated separate sixth form area is appropriate for self-study and communal activities. A new EYFS and Key Stage 1 area is now in use. This has been carefully designed to meet the needs of the curriculum. The school retains a small school feel by the shared use of specialist areas, proximity of buildings and common central playground areas.

In all areas the site is clean, attractive and well maintained. No litter was seen around the school. The school's gardens are attractive and create a pleasant working environment. All policies and procedures related to maintaining high standards and smooth running of the premises and accommodation are in place. There is a clear reporting line for identified hazards or maintenance issues and these are dealt with promptly.

Classrooms are appropriate, conducive to learning and accessible by all students. They display an equal balance of students' work and material to support learning. Corridor and shared space areas are used to display students' work and for small group work by students. Enough resources are stored tidily and are matched to the age and aptitude of students. Storage is tidy and safe.

## 10. Standard 6

### The provision of information for parents, carers and others

The provision of information for parents, carers and others fully meets the standard.

Parents are very satisfied with the quality of information provided by the school. Communication is frequent and makes use of two online communication tools. The website is informative and detailed, providing a wealth of information regarding the school and the curriculum.

Parents have informal access to teachers daily and emails are answered promptly. An open-door policy allows parents direct access to senior leaders in addition to individual teachers. Parents feel that their opinions are sought, listened to and where appropriate acted on.

Students' written reports are age appropriate, detailed and informative and are issued twice a year. Parents can also discuss their children's progress in parent-teacher meetings that take place regularly.

The school calendar is shared in advance. Parents report that they have all information regarding sporting events or school trips in a timely manner. There are opportunities over the course of the academic year for parents to be involved in and contribute to whole school events; Sports day, music and drama events, Battle of the Bands and Enterprise Week are examples of this.

Homework is set by teachers: parents felt that this was an effective method of keeping them informed with their child's learning in school. In the primary section, parents like the choice of sourcing information for homework projects either online or via a book.

Parents report that they receive information in different forms, the main daily communication is via a mobile application and children's success is celebrated through this. There is also another SMS application for urgent updates. Primary parents also receive a weekly newsletter.

Parents report that the school really knows their children and that they are well informed about their children's attainment and progress. One parent commented about the school, 'They draw out talents - they nurture our children.'

## 11. Standard 7

### The school's procedure for handling complaints

The school's procedure for handling complaints meets BSO standards.

A complaint policy is in place detailing the steps to be taken in the event of a complaint to the school. This has clear guidelines regarding the procedures to be followed. This is made available to parents and students and is available on request to parents of prospective students.

The initial stages are informal and have a clear timescale set for response by the school. Parents raising a complaint must first contact the student's teacher and raise the concern here. A response is provided by the school within 24 hours and details are logged on the school's intranet system. Records of complaints are kept confidential. The procedures allow the complainant a procedure to appeal and to raise their concern next with senior leaders in the school and if not resolved, then with the Board of Governors. In the event of a complaint not being resolved at this stage, the Sharjah Private Education Authority would act as mediators.

Parents reported that complaints were dealt with fairly, promptly and at an informal stage. The school's documents indicate that complaints that are unresolved are extremely rare.

Effective processes are in place to deal with complaints made by staff.

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

The quality of leadership and management of the school is outstanding: it fully meets the standard. The school is very effectively led and managed by a board of governors, an established principal and a committed team of senior leaders.

The board constitutes seven governors; this includes a representative from a locally based international oil company, a local principal of a neighbouring school and a parent and staff representative. The constitution is broad and balanced. Recent changes to the format of meetings has now established sub committees and the principal and heads of secondary and primary are now full members on the board. This will further improve the board's involvement with the school and its ability to effectively lead the strategic direction of the school in all areas. The school's accounts are audited annually, and a financial risk assessment is in place.

The school's self-evaluation framework (SEF) is detailed and benchmarked against the Dubai Schools Inspection Board (DSIB) standards. The SEF contains detailed evidence to support the judgements and is accurate. The school's development plan is closely aligned to the SEF and includes key priorities and clear success criteria. Responsibilities for each action are stated. This ensures that staff are accountable and informed.

The school has met fully all the recommendations from the previous inspection and the recent MoE inspection report (2018) As a result, the school has now in place a system for the measurement of attainment and progress and this is beginning to impact positively on improving outcomes for students. However, the school still retains a student-centred approach and is not data driven. The principal recognises the need to retain a balanced approach.

The recruitment of staff has been closely matched to the school priorities for development. Recruitment of staff is carefully considered, and this has enabled the school to quickly meet action plan priorities. The appointment of an assessment coordinator to lead and manage staff training in the use of assessment data has had a very positive impact across the school. Key leaders across the school are passionate and knowledgeable about their areas.

The school invests in training staff matched to the needs of the school. All middle leaders now have a UK-recognised qualification in leadership and management of schools. The school's design and technology teacher mentioned training he had recently attended with local and international providers to keep him updated in new technology and methods.

Meetings are regular and informative. The board of governors still meet monthly, but from September 2019 will reduce to three full meetings a year; a range of sub-committees are organised to meet twice a year, and this will continue. All staff meet weekly. In the secondary

section staff meet weekly, are provided with breakfast and share good practice. This is established and valued by teachers. The principal meets each morning with the senior leadership team. Staff are managed well, and it is rare that any issues can impact on the quality of teaching and learning. Senior leaders are approachable and know their staff well. As a result, the day to day management of the school is smooth and effective.

The well-established principal provides outstanding leadership for the school. This is a key strength of the school. He has been invited to act as vice chair of the Principals' Council set up by the Sharjah Private Education Authority. Both he and the heads of primary and secondary have been guest speakers at a local education forum.

### 13. *Standard 9*

#### The quality of provision for boarding

Not Applicable.