



Inspection report

The Pearl Academy Abu Dhabi

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20170528

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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. 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, 40 lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Pupils' workbooks were scrutinised, and discussions were held with the senior staff, the management team, member of the board and a range of teachers, parents and groups of pupils.

The lead inspector was Colin Dyson. Team members were Silvana Murphy, Barnaby Sandow and Sarah Shine.

2. Compliance with regulatory requirements

The Pearl Academy meets all the standards for British Schools Overseas accreditation.

3. Overall effectiveness of the school

The Principal and senior staff have created a culture that enables pupils and staff to excel. They focus consistently on improving outcomes for all pupils.

Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about their learning with each other and adults.

The school's implemented and wide-ranging, promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables each pupil to thrive. Teachers actively encourage all pupils to achieve well. They encourage them to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. The quality of teaching is outstanding, lessons develop, consolidate and deepen pupils' knowledge, understanding and skills.

3.1 What the school does well

There are many strengths, which include:

- . The highly effective and pro-active involvement of the proprietor in the strategic direction of the school is a strength.
- . The principal is inspirational with a clear vision and capacity to continue moving the school forward. She is well supported by a highly effective senior leadership team.
- . The enthusiasm and development of the phase leaders is a further strength that is having a highly positive impact.
- . There is a strong drive to further improve the school that is evident at all levels.
- . Much of the teaching is excellent, with a developing focus on opportunities given to independent learning, research skills and critical thinking.
- . The high quality of support provided by the classroom assistants is a major strength of the school;

- . Highly effective working relationships between staff and pupils ensures for a happy and productive learning environment; further supported with a high visibility and presence of the senior management team (SMT) around school;
- . Pupils' attitudes, behaviour, personal development and their spiritual, moral, social and cultural development are a strength. They are outstanding ambassadors for their school.
- . The academy has a proactive approach to find solutions to overcome a range of challenges.
- . The teachers have quickly developed as a cohesive team that is both professional and highly effective through leadership that empowers.
- . There is a culture of high expectations underpinned by consistent application of policies and procedures.
- . The clear focus of the Pearl Academy is to ensure the direction of the school is determined by the needs of the children.

3.2 Points for improvement

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

- To ensure the school stays at the forefront of innovative practices to ensure they continue as a leading school meeting the needs of every child.
- Further develop the use of data to effectively celebrate the excellent progress made by all pupils.

4. The context of the school

Full name of school/college	The Pearl Academy				
Address	PO Box 129641 Between 9 th and 11 th Street Al Dhafrah Abu Dhabi UAE				
Telephone number	+971 2 641 8887				
Fax number	+971 2 642 4046				
Website	www.pearlprimary.sch.ae				
Email address	principal@thepearlacademy.sch.ae				
Head	Mrs Abigail Fishbourne				
Chairman of Board of Governors	Mr Darren Specter				
Age range	3 years to 11 years				
Total number of pupils	680	<i>Boys</i>	349	<i>Girls</i>	331
Numbers by age	<i>0-2 years</i>	0	<i>11-16 years</i>	0	
	<i>3-5 years</i>	185	<i>16-18 years</i>	0	
	<i>5-11 years</i>	495	<i>18+ years</i>	0	
Total number of part-time children	0				

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 680.

The school has a clearly stated vision and mission “every child an achiever” and “to provide a world-class, holistic, international education for pupils whilst at the same time ensuring the highest standards of academic achievement”.

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 pupils 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 senior leadership team (SLT) comprises of the principal, deputy principal (DP), inclusion manager, head of Arabic studies and administration manager (associate member). The middle leadership group comprises of year group leaders, lead teachers for specialist subjects and SLT. The school is owned by Aldar Academies. The strategic governance group (SGG) body is made up of parents, Aldar Academies’ CEO, Principal, Deputy Principal and head of Arabic.

4.1 British nature of the school

The British nature of the school is evident and a strength of the school.

The Principal and teaching staff hold appropriate UK qualifications. The majority of the staff are UK trained and qualified. Approaches to performance management, staff target setting and annual review meetings are in line with British practice.

The ethos, nature and appearance of the Pearl Academy are recognisably British, mirroring what would be found in the independent sector in the UK. The language of instruction in the school is English. There are bright, creative displays around school, celebrating the achievements of the pupils. There are regular whole school community events, a range of interest days, sports days, class assemblies, and other celebrations. The Pearl Academy has a successful house system which every child is part of. The school utilises a wide range of assessment methods comparable to best practice in the UK. Consequently, children could join/re-join the UK education system without disadvantage.

The National Curriculum of England has been adopted throughout the school from Early Years to Year 6. The curriculum is enriched with a wide range of extracurricular activities that support academic, physical and creative aspects. The curriculum is further enriched with a wide range of extracurricular activities that support academic, physical and creative aspects.

The school demonstrates a commitment to British education initiatives, both in terms of curriculum

and assessment. There is a clear commitment to a broad and balanced curriculum.

All communications from the school to families and children are provided in English, as are all school publications, reports and letters and the web site.

5. Standard 1

The quality of education provided by the school

Overall the quality of education is outstanding and fully meets the standard for BSO.

5.1 Curriculum

The curriculum is outstanding, it encourages children to appropriately initiate their own learning and provides highly effective challenge for all pupils.

In FS1 AND FS2 the curriculum is based on the English Early Years curriculum while from Year 1 the school offers the New National Curriculum of England. The curriculum delivered ensures children experience high quality activities that encourage exploration and experiences of their world in a creative and personalised learning environment. The curriculum is interesting, broad and balanced.

The teaching of early literacy is excellent and children make rapid progress in developing these skills. They enjoy working with adults in small groups, reading books and practising their phonics to help them read simple words. Teachers frequently read familiar stories to the children, taking every opportunity to encourage repetition and supporting children in spotting well-known words. Children are keen to show their writing skills and many are already developing good basic writing skills. Children achieve well in acquiring mathematical knowledge and skills and engage in a range of exciting and rich experiences to explore and develop their mathematical problem-solving skills.

Across Key Stage 1 and Key Stage 2 the school provides a broad and balanced curriculum that is age appropriate, which has been modified to reflect the history and culture of the UAE and is in line with the criteria of the Ministry of Education. It is being implemented effectively enabling pupils to acquire skills and abilities in a wide range of learning areas. A real strength is the opportunities that have been taken to reinforce methodologies from the local curricula by running them alongside a programme and expectations drawn from the UK.

From Year 3 upwards pupils study French as an additional language. The school also offers swimming and PE in single sex classes. A range of extra-curricular activities are offered but were not seen due to Ramadan however planning demonstrated that they appear to be varied and inspiring for a wide range of interests.

Classes are all mixed ability and lessons are differentiated to meet the needs of the various pupils. Mathematics classes from Year 4 are ability set and reviewed regularly. Learning support is provided for identified special needs pupils. The more able pupils are generally catered for within the class with some advanced Maths groups and in Year 6 there is a writing extension group. Pearl academy effectively uses the Talk 4 Writing program from

FS 1. The teaching of English is timetabled simultaneously in each year group to enable withdrawal groups for extension or support. Phase leaders are enabled to create and teach an extra group in each of the 2 years for which they are responsible in English and Maths. This gives them a strong grasp on the progress and curriculum in their areas.

The inspection noted some innovative developments that have been introduced throughout the school.

The Home Links initiative is for children from FS to Year 6. It extends, consolidates and enriches learning in a number of cross curricula contexts. Whilst pupils are free to choose activities there are compulsory elements to each project. It also fosters parent and pupil engagement in learning; as well as supporting pupils develop their 21st Century competencies. Shared teaching areas were particularly well used both for learning and for teachers to work collaboratively as their classes were being taken by specialists. Regular contact across the wider academy informs curriculum development, for example this meant that the science coordinator was able to share the load of development across several collaborative colleagues from different schools.

The curriculum is mapped in a series of Inquiry questions. In Term 3 the Year 4 question was "*Who do you think made the Titanic sink?*". Teachers plan connected learning opportunities to meet learning outcomes in all curriculum areas with the exception of Arabic and Social Studies. To engage and motivate pupils, the topic starts with a "Wow" experience which allows for pupil input into the topic. Pupils demonstrated enthusiastic learning attitudes as they explored topics such as "*Animals In Space*".

The school has been identified by ADEC as a Pilot school for it's *My Identity Initiative*. This will be mapped across the curriculum to engage pupils with the community and raise Cultural Awareness of the UAE.

5.2 Teaching and assessment

The quality of teaching and assessment is outstanding.

The quality of teaching and assessment in the Early Years Foundation Stage is outstanding.

Teachers and classroom assistants are skilled at taking account of the children's interests and planning exciting activities to develop the children's understanding and deepen their thinking. They are given the opportunity to work collaboratively, independently or as part of a focus group identified within teachers' planning. Integrated learning is achieved through matching appropriate activities and tasks to learning objectives. Teachers are skilled practitioners at creating a balance between adult and child led activities. The quality of teaching in all lessons was characterised by high expectations of participation, strong behaviour management strategies, good pace and energy. In lessons, children were stimulated by active involvement in their learning and enthusiastic teachers.

Children thrive successfully in this caring learning environment. All children are valued, supported and treated with respect in a very safe and inclusive environment. Children have their individual needs met successfully owing to the dedicated and knowledgeable staff team in place, who clearly recognise the uniqueness of each child.

The school has well-conceived processes for tracking the children's personal development. All children are known exceptionally well by staff and supported whenever they face an issue or a problem.

The quality of teaching and assessment in Key Stage 1 is outstanding.

Teachers and Classroom Assistants have high quality relationships with children and as a result all children are well supported to learn. Teachers meet pupils' individual academic and social needs through appropriate planning and the use of highly effective teaching strategies. Teachers demonstrate an in-depth subject knowledge and are able to use this effectively to extend their pupils learning.

Teachers in Key Stage 1 used a range of strategies to enable all pupils to learn successfully; across the key stage there was evidence of quality questioning that prompted the pupils to think and explain their understanding. Learning is consistently differentiated and Classroom Assistants were effectively deployed to support pupils in focused teaching groups. In nearly all lessons, teachers regularly checked pupils' understanding and then adapted the teaching in the lesson to support so that all could make good or better progress. The Key Stage 1 teachers complete regular and thorough marking of pupils' work. There was some evidence of pupils' self-assessing their work and engagement with teacher comments. There is an opportunity for this to be further extend to provide even greater levels of support with 'next steps' in learning.

Teaching and assessment in Key Stage 2 is outstanding.

Key Stage 2 teachers have in-depth subject knowledge to support and extend learning and work collaboratively to plan lessons so that they are engaging and meet the needs of all pupils. Lessons are planned in such a way that pupils are actively involved throughout the lesson and encouraged to work in pairs or groups. A variety of open and closed questions are used to explore levels of understanding and prior knowledge and encourage thinking and opinions. Tasks were set using technology where appropriate but not exclusively as a variety of tools and resources skilfully kept the classes engaged.

Teachers encourage pupils to clarify ideas, expand their responses, develop their vocabulary and make meaning clear. They differentiate activities and often work with specific focus groups as well as maintaining support for the other groups. Classroom Assistants are used in a productive way to support the pupils. Teachers treat all pupils equitably and with respect. The use of positive reinforcement encourages pupils to take risks and learn from their mistakes. The behaviour for learning is exemplary, children's attitudes to every task set is enthusiastic and excited at the prospect of being able to take their own next steps on each learning journey. Lessons are characterised by collaboration of the highest order, outstanding relationships between teachers and learners, and learners and their colleagues.

Classroom environments support learning and have a generous display of pupil work. All available spaces are used effectively including celebration of behaviour and reinforcement of the school's values. Some charts are bilingual.

Assessment, monitoring and tracking is very much part of the learning and teaching process and the school uses assessment for learning and assessment of learning processes to identify pupils' strengths and areas of development. Progress in all core subjects is monitored and interventions and/or additional support are planned for in Mathematics, Reading and Writing. Work samples were inspected and work is marked and constructive comments added in green pen whilst next steps for learning are written in Pink Pen. The feedback in books is thorough, both praising and setting next step targets; on occasion this directly impacted subsequent outcomes.

5.3 Standards achieved by pupils

The school's rigorous monitoring shows that attainment over time is consistently above national and international standards.

The youngest children follow the Early Years Foundation Stage Curriculum and are continuously formatively assessed and monitored by their teacher. Successful ongoing assessments effectively monitor children's progress and this is tracked thoroughly and as a result additional support can be provided to ensure each child is able to make good progress. Learning is organised by topic and teachers devise a wide range of related indoor and outdoor activities to develop pupils' communication, numeracy and social skills. There are ample art and role play opportunities that encourage creativity and equipment for physical play. This focus on developing each learner ensure children achieve well.

Adults encourage children to develop their thinking and language skills through activities that challenge and excite young imaginations. Although many children start the EYFS with levels of attainment below UK expectations by the start of Key Stage 1 all have made rapid progress and most are achieving in-line with UK expectations.

Key Stage 1 pupils are enthusiastic about their learning and enjoy their lessons. The children demonstrate the ability to learn for themselves, for example in a Y2 class the pupils were able to interpret a mission challenge and agree a group approach to solving it. It is evident that the children are developing the school's 21st Century competencies as well as their knowledge, skills and understanding. Key Stage 1 attainment data shows that pupils make excellent progress in reading, writing and maths. Through Pupil Progress meetings, Phase Leaders monitor pupil attainment and progress; intervention groups are then planned as appropriate to the needs of the cohort. As a result of highly effective teaching, strong formative assessments and effective planning standards in Key Stage 1 are high. In Year 2, a large majority of pupils are at or above year group expectations in reading, writing and maths.

Although attendance was reduced due to the onset of Ramadan, school data over the past year validated that attendance was typically 95%

Key Stage 2 pupils continue to make excellent progress. Across the primary school data indicates that in Islamic studies 90% of pupils are above expectations 68% of Emirati pupils are achieving meeting expectations and above expectations. In reading at KS 2, 41% of pupils achieved expected progress while 55% made better than expected progress.

The progress made across Key Stage 2 continues to be outstanding for nearly all pupils. Across the primary school, school data demonstrates that the percentage of pupils above UK curriculum standards are:

- . 90% in Islamic Education
- . 86% in Arabic Studies
- . 83% in Science
- . 78% in Reading (English)

. 75% in Mathematics

Results on achievement demonstrate the high level of progress made by nearly all pupils. The excellent progress leads to high levels of attainment. The pupil's attitude to learning have a strong, positive impact on their progress. They are proud of their achievements and of the school.

6. Standard 2

The spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of the pupils at The Pearl Academy is outstanding.

Pupils at The Pearl Academy have respect for the heritage of the U.A.E. and the range of different cultures represented in the school. The school's curriculum combines the English National Curriculum MoE and ADEC's 'My Identity' requirements and is organised in such a way as to ensure that cultural learning opportunities are not missed. As a result, the pupils have an excellent understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Special events like National Day are celebrated with enthusiasm and offer excellent opportunities for the school to work with the wider community. Pupils across the school demonstrate empathy for the needs of others both in lessons and around the school. This was celebrated by the pupils as one of the school's strengths. With pride, they described their school as "friendly and tolerant."

Assemblies are planned to address key areas of personal and social education, these are then explored in lessons through a PSHME programme and circle time activities. Shared high expectations of conduct are evident in the school and there is a genuine sense of collective responsibility for a positive learning environment. The school's values are displayed all around the school and brought alive in many ways with the pupils, for example, the Head Boy and Head Girl leading assemblies. Conversations with the pupil representatives show that children at The Pearl Academy are able to reflect about values and identify how they can contribute to the positive atmosphere of the school.

The pupils' communication skills are excellent, different pupils from FS1 to Y6 readily engaged with the inspectors and could politely talk about their school. In these conversations, the pupils showed a genuine sense of enjoyment and fascination in learning about themselves, others and the world around them.

The positive behaviour demonstrated by pupils throughout the inspection is evidence that The Pearl Academy children can recognise the difference between right and wrong and are able to apply this understanding in their own lives. Staff/pupil relationships are outstanding and consistently positive. Adults nurture positive behaviour and enable the pupils to understand the consequences of their actions. When necessary, procedures for individual behaviour support plans are in place. Routines have been clearly established to support children in understanding the high expectations placed upon them. As a result, the pupils appear safe, happy and healthy.

The inquiry question style of the curriculum encourages pupils to investigate and form reasoned views about issues and teaches pupils to understand and appreciate the viewpoints of others. The Pupil Leadership structure at The Pearl Academy offers a range of opportunities for the pupils to contribute to the strategic development of the school. There are a number of systems and procedures in place to facilitate the pupil voice. Pupils demonstrate an ability to use of a range of social skills in different contexts, for example working and socialising with

each other. The result of this is that the pupils have a genuine impact on the day to day running of the school. The discussions with the pupil representatives show that the pupils are proud of the role they play in their school, in fact, when asked about what they would change, they commented, nothing, it is the best school already.

Whilst no Extra Curricular Activities (ECAs) were observed (because of a Ramadan adapted timetable), the ECA schedule and pupil feedback on it, are evidence that the school offers a wide range of activities and invite all to get involved. Pupils value the range of opportunities to be part in the many sports team and participate in local sports events. In such events they show self-confidence to participate in a range of different contexts.

Pupils at the school participate diligently in a variety of activities that have positive effects on the school and wider community, for example, “the Gift of Education Project “. Such initiatives teach the pupils about the importance of contributing to a global society.

The school enables pupils to develop their self-confidence, self-esteem and self-knowledge; pupils’ spiritual, moral, social and cultural development is excellent.

7. Standard 3

The welfare, health and safety of the pupils

The welfare, health and safety of pupils throughout the school are outstanding.

The Pearl Academy places a high priority on ensuring that the education and well-being of all pupils are at the heart of any school policies, strategies and initiatives which are developed. Many policies are directly derived from the overarching Aldar Academy that oversees the school which provides a greater degree of authenticity.

Pupils are well supported and guided in school, due to a consistent and caring approach by all members of staff. Pupils are considerate, respectful and courteous to members of staff, visitors and to each other. All observed behaviour was exemplary throughout the school. The school maintains records to monitor and support the behaviour policies.

The school has appropriate written policies supporting pupils' welfare, health and safety, as well as effective policies to ensure the safe use of the internet. These policies were embedded in day to day practice and brought to life in classroom displays in the case of online safety, sun awareness and electrical hazards. Fire drills are conducted frequently in line with local regulations and evacuation procedures are evident in all rooms, including a particularly innovative use of signs marking rooms as clear to be hung on each door handle. Children enjoy coming to school and effective measures have seen the punctuality and attendance statistics improve. Admissions policies and records were evident and suitable for purpose.

Transport safety is given an appropriately high priority as supervision on the buses ensures that seat belts are worn. The procedures are in place to ensure that all off campus visits are properly risk assessed and appropriate security measures taken. The administrative, maintenance and security teams fully recognise their role in ensuring the well-being of the school population and when this is highlighted by the school leadership in assemblies they are rapturously applauded by the pupils. Pupils' medical needs are well supported by professional staff and a well-equipped sick bay. The school nurses offer first aid workshops for parents in both English and Tagalog as many families have maids from the Philippines. Healthy meals have been an area of emphasis and the pupils were comfortable describing the positive impact that this has had.

At the time of the visit the scheduling had been adjusted to meet the needs of the pupil's due to Ramadan and the extreme heat. Children were extremely cooperative and well behaved as they stayed inside for break and lunch times with redrawn supervision rotas to ensure the environment stayed safe.

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

The proprietor role is undertaken by Aldar Academies. The suitability of the proprietor of the school and of the staff appointed to work there is excellent. The proprietor is fully mindful of the requirements for safer recruitment. Responsibilities about the safeguarding and welfare of pupils are clearly understood and effectively discharged.

As an education provider Aldar Academies recognise the strength of a collaborative approach to developing high quality educational outcomes for all their pupils. Schools within the group are encouraged to share knowledge and expertise to enable each school to develop its potential. This process of collaboration includes rigorous evaluations of teaching quality, benchmarking school performance against leading international standards and “empowering the next generation to shape our future”. Aldar Academies identify a clear mission statement: “We are united under one brand. We shine collectively. We celebrate our individual identity and respect our uniqueness”.

To ensure the Pearl academy develops and maintains its uniqueness within a collaboration the school has established a Governance Group that includes members of Aldar Academies Education Leadership Team (ELT), community representatives, parent representatives and the SLT. This group is also able to access additional ‘expertise from the wider Aldar ELT staff community when addressing specific areas of school development.

Under the guidance of the recently appointed Principal the Governance group has strengthened its oversight of the school’s development. Regular briefings by the school’s Leadership Team aim to ensure all governors have a clear insight into the working of the school throughout all Key Stages. By creating working parties, members are encouraged to focus on key aspects of the school’s work, this is enabling a greater level of ‘expertise’ from group members to be utilized in supporting the school.

9. *Standard 5* The premises and accommodation

The premises and accommodation are judged as good.

The school premises and facilities have been modified to provide a good physical environment so that the social, emotional and educational needs of all pupils are met.

The school's building and resources are used well and the leadership works hard to overcome constraints of space. They are quick to recognize obstacles and in seeking solutions the leadership is open and inventive.

Maintenance of the building is good and there are plans in place for future development of the buildings and outdoor areas. Good systems meet the requirements of ADEC, OHS, the MOE and its curriculum.

The school has developed a safe environment for its pupils and classrooms and internal central areas are bright and colourful and allow for teacher flexibility with their teaching environment providing extra opportunities such as art corners, quiet reading and innovation areas. Shared work areas are particularly well used both for learning and for teachers to work collaboratively when their classes are with specialists.

There are no spare classrooms or offices and facilities have been used creatively to maximize the number and range of teaching areas. For example, the outdoor learning areas for the EYFS, provides a highly stimulating learning area, which is very well resourced and maintained.

Security staff are on duty 24 hours a day, 7 days a week and there are strict procedures for entry to the school for parents and visitors. There is a CCTV system, which is monitored.

Displays throughout the school support, challenge and celebrate pupil learning.

Classrooms and other parts of the school are maintained in a tidy, clean and hygienic state and furniture and fittings are appropriately designed for the age and needs of pupils. Lighting, and ventilation in the school is good. The teaching areas are well resourced with interactive whiteboards. The furniture and fittings are appropriately designed for the age and needs of all pupils. Specialist teaching areas including the library, music room and PE areas are well equipped.

There is one prayer room and an ablutions room. The school has two stages for dramatic presentations and storytelling activities. Science labs, art studios and sport facilities in the other Aldar Academies are also used.

There are appropriate sports facilities, including a swimming pool, that enable a wide variety of PE activities. Outside spaces are well-maintained and covered in AstroTurf to meet a wide range of sporting activities while parts of the playground have fixed equipment with moving parts designed to promote creative play.

There are excellent facilities for pupils who are, or become ill during the school day.

10. Standard 6

The provision of information for parents, carers and others

The provision of information for parents, carers and others is judged as outstanding

A focus group of parents reported that the school was like a community embracing, welcoming and inclusive. Their children are happy to attend school and feel they are learning.

Parent surveys and parent feedback indicate that parents are positive about the level of communication offered by the school. Policies are made available via the Website and the Parent Portal. As the portal contained a lot of information, some felt it needed to be streamlined to ensure quick access to information. They particularly liked Class DOJO and would like this to be introduced at all year levels.

The school has aligned its parental involvement with ADEC's policies and regulations. Parents feel that the school engages them in their child's education and their views are regularly sought both informally and formally. Workshops, newsletters, class meetings and comprehensive handbooks are published to assist parents and carers to understand school protocols, curriculum and assessments.

Parents generally felt that teachers communicated good information regarding the social and academic development of their child. The dialogue on the individual teacher level was very good and issues were quickly acted upon and resolved.

The school has a thriving Friends of Pearl group, which is happy to organize school and community events and support the school and its pupils.

11. *Standard 7*

The school's procedure for handling complaints

Complaints are uncommon, but the school has procedures in place that meet both local requirements and reflect good practice in the UK. Consistent practices are assured by a common policy across all Aldar Academies. Parents and carers are kept well informed about the process through school documents and the website. This information is regularly updated.

Most concerns for handling complaints mirror the management structure of the school. The class or subject teacher is the first port of call. If an issue is not resolved, progression through the management follows. Appropriate written records are kept and confidentiality is assured.

If a complaint remains unresolved it will be passed to the Aldar ELT team. Parents will be contacted and a mutually convenient meeting arranged off-site to discuss issues further. Parents will be informed of any outcomes from further investigations and will be invited to attend a meeting to try and resolve the issues.

If a concern remains unresolved the parent may contact Abu Dhabi Education Council who will act as final arbitrators.

Parents interviewed by inspectors, 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 quality of leadership and management at the Pearl academy is outstanding.

The principal is inspirational, with a clear vision and capacity to continue to move the school forward. She is well supported by a highly effective leadership team. The Principle and senior leaders have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for both the pupils and staff. As a result, relationships between staff and pupils are exemplary.

The Principal and school leaders provide clear and coherent educational direction that focuses on the pupils' achievements and personal development. Effective policies ensure pupils make good or better progress across the curriculum. In addition to the monitoring of academic standards, great care is taken to ensure all pupils have opportunities to develop across the whole range of personal and social skills. The school has a highly positive impact on pupil behaviour, in addition to their social, moral, spiritual and cultural development. The excellent outcomes for pupils shows this approach to be highly successful. At all levels across the school leaders and middle managers have a sharp focus on policy implementation and safeguarding. Effective performance management and professional development is well matched to the needs of the school and staff.

A highly effective system of self-evaluation is successful in ensuring that the school's strengths and opportunities for further development are recognised and acted upon. Policies and procedures are monitored at regular intervals to ensure that they comply with changes in requirements and that they continue to fully support high quality outcomes. Roles and responsibilities are clearly defined and aligned to whole-school priorities aimed at improving learning outcomes and the pupils' experiences at school.

The school is successful in recruiting sufficient well-qualified teachers and this has a significant impact on the high standards of the pupils' achievements. Teachers are provided with an excellent range and quality of resources. They are fully supported to be highly effective in their teaching. The school's investment in classroom support and administrative staff plays a key part in the way that the needs of all pupils are met.

The day-to-day life of the school is managed very effectively and efficiently. The school runs very smoothly and staff are confident in the support they are given to enable them to focus on the care, support and high-quality outcomes for every pupil. The school has established successful strategies for engaging parents and carers. Learning is clearly seen as a partnership. The school leadership team highly values the contribution made by all staff in ensuring each and every pupil succeeds. Both teaching and non-teaching staff are recognised as valued members of the school team.

Aldar ELT provides a high level of support that has a consistent focus on improving achievements for all pupils. The Education Leadership Team clearly articulate the school's strengths and areas for development and are dedicated to engaging in well-supported improvement actions. Senior leaders across the group of school's have a range of high quality support to enable them to focus on the development of the highest quality outcomes for their schools.

Almost all parents and teachers believe that the school is led well and that school leaders and staff are approachable and open to discussions and solutions. Surveys indicate that almost all parents are highly satisfied with their school.