DUBAI
Knowledge المعرفة

INSPECTION REPORT

2022-2023

St. Mary's Catholic High School - DUBAI

UK CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Umm Hurair
Opening year of School	1968
Website	www.stmarysdubai.com
Telephone	97143370252
Principal	Paul Asir Joseph
Principal - Date appointed	3/24/2016
Language of Instruction	English
Inspection Dates	21 to 25 November 2022

STUDENTS

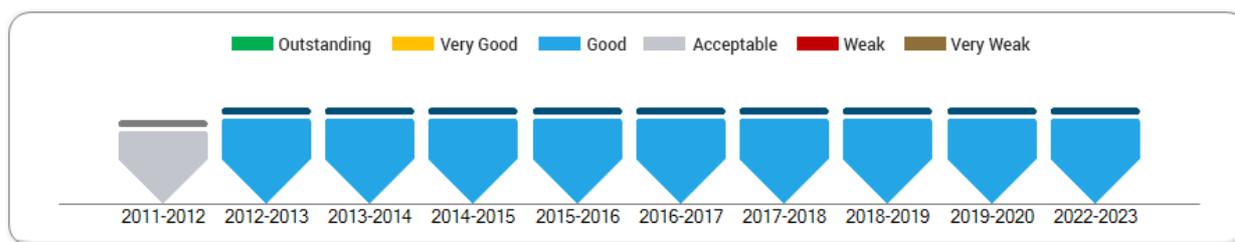|	
Gender of students	Boys and girls
Age range	5 to 19
Grades or year groups	Year 1 to Year 13
Number of students on roll	1973
Number of Emirati students	0
Number of students of determination	50
Largest nationality group of students	Indian

TEACHERS

Number of teachers	141
Largest nationality group of teachers	Indian
Number of teaching assistants	8
Teacher-student ratio	1:14
Number of guidance counsellors	4
Teacher turnover	2%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GCSE, IGCSE, A Level
Accreditation	NA

School Journey for ST. MARY CATHOLIC HIGH SCHOOL - DUBAI

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Acceptable	Good	Good	Good	Good	Good	Good	Good	Good	Good

Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- Attainment in English has improved to a very good level in Post-16. Attainment in Arabic as a first language in Primary, and progress in Arabic as an additional language in Secondary, have improved to a good quality. Students in Secondary and Post-16 have much better achievement than those in Primary, particularly Lower Primary. Some individual students achieve very high results in external examinations, particularly in science and English.

- Students demonstrate very positive and responsible attitudes towards learning and towards others. They demonstrate high-quality leadership skills, particularly in the upper phases, where they contribute to the life of the school and the community as volunteers. Students' behaviour is excellent. Those in the secondary and post-16 phases are more self-disciplined than the primary students and have a greater awareness of innovation.

PROVISION FOR LEARNERS

- There is too much variation between phases in the quality of teaching. Teaching has improved in Post-16. It is much stronger in Secondary and Post-16 than in Primary, particularly Lower Primary. Where teaching is of higher quality, teachers make more effective use of assessment outcomes to match teaching and learning to all students' needs. The quality of assessment has declined in Primary.

- The school follows the National Curriculum for England (NCfE). It offers suitable breadth and balance, with an adequate level of continuity and progression. However, the younger students do not make sufficient progress in English, mathematics and science in Lower Primary. The school aligns the curriculum closely with external examination requirements. The courses offered prepare students well for future education or work.

- The strong and purposeful relationships between members of staff and students, and the availability of counselling and career guidance, support students' wellbeing. Leaders are committed to working to improve attendance. Students of determination, and gifted or talented students, are adequately identified and their needs are communicated to teachers. However, the support and challenge which they receive is inconsistent and tends to be generic.

LEADERSHIP AND MANAGEMENT

- Leaders and managers at all levels, including governors, are not sufficiently aware of strengths and weaknesses in the school, particularly in relation to teaching and learning, where there are serious weaknesses in Lower Primary. Monitoring of classroom practice does not place sufficient focus on students' learning. There are serious resourcing deficiencies in the school, including a shortfall of qualified teachers.

The best features of the school:

- The school environment, which is safe, caring, and happy
- Students with an increasing sense of social responsibility, an awareness of Islamic values, and highly developed personal and social skills
- High levels of attainment in science in Upper Primary
- High levels of attainment in English in Post-16 and in mathematics in Secondary
- Leaders' development and maintenance of very good links with parents

Key Recommendations:

- Improve achievement throughout the school by:
  - raising the level of challenge, particularly in Lower Primary; and
  - improving teachers' understanding of how to use assessment information to modify their teaching strategies to meet the needs of all students.
- Increase the rigour with which classroom teaching and learning is monitored throughout the school by appropriately skilled senior staff, with a focus on students' outcomes.
- Improve the accuracy of self-evaluation, based on internal and external data, and linked to coherent, ambitious, time-bound development planning which takes account of the findings of this inspection report.
- Ensure that governors inform themselves fully about the strengths and weaknesses of the school, monitor the school's actions regularly and hold senior leaders accountable for performance.
- Ensure that governors provide appropriately qualified and trained staff, and resources, for all classes and particularly in Primary, for reading in Arabic and English, and for practical work in mathematics and science.

Overall School Performance

Good

1. Students' Achievement

		Primary	Secondary	Post-16
Islamic Education	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Arabic as a First Language	Attainment	Good ⬆	Acceptable	Not applicable
	Progress	Good	Acceptable ⬇	Not applicable
Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good	Good ⬆	Not applicable
English	Attainment	Good	Good ⬇	Very good ⬆
	Progress	Good ⬇	Good ⬇	Very good ⬆
Mathematics	Attainment	Acceptable ⬇	Very good	Good
	Progress	Acceptable ⬇	Very good	Good
Science	Attainment	Very good	Good ⬇	Good
	Progress	⬇ Good	Good ⬇	Good

	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good ⬆

2. Students' personal and social development, and their innovation skills

	Primary	Secondary	Post-16
Personal development	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Very good	Outstanding

3. Teaching and assessment

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good ⬆
Assessment	Acceptable ⬇	Good	Good

4. Curriculum

	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Good
Curriculum adaptation	Acceptable ⬇	Good	Good

5. The protection, care, guidance and support of students

	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable ⬇
Parents and the community	Very good
Governance	Acceptable ⬇
Management, staffing, facilities and resources	Acceptable ⬇

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Focus Areas

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations	Not applicable

- In the most recent TIMSS assessments, outcomes slightly exceeded the school's 2018 targets. Students attained the high international benchmark in mathematics and science in Years 5 and 9 and improved on the 2015 outcomes. In PISA assessments, students improved on the 2015 outcomes in mathematics only, but did not meet the school's targets in any subject area.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda. Leaders of the English, mathematics and science departments understand the meaning behind the results from the benchmarking assessments. The school has used the reports from the TIMSS and PISA assessments to identify the areas where students were less successful, and they have adapted the curriculum to ensure that students are better prepared for future assessments.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- In English, mathematics and science, students' understanding of subject-specific vocabulary has been a focus of reading support in lessons. The school introduced international reading assessments at the start of the 2021-2022 academic year. They have trialed the system but have yet to assess the reading skills of students using these assessments. Reading and comprehension skills are now being included in all subject areas.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:
- Enhance students' reading comprehension skills across the school by providing them with key vocabulary and tasks that are matched to their age and ability.

- Ensure that all teachers are fully trained to develop students' skills in reading for understanding.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The wellbeing vision has evolved from the values and traditions of the school and the care shown to all stakeholders. An experienced and knowledgeable leadership team drives this vision forward. The team recognises the importance of empowering the school community to create a sense of shared responsibility. Conducting stakeholder surveys and other wellbeing assessments is an important step in this process. Students and parents are keen to participate in this process, and to help to further the wellbeing agenda.

- Parents and students comment favourably on the family nature of the school and on the sense of belonging and community spirit. Teachers know every child and student well. They use their knowledge to build positive relationships which support the identification of wellbeing concerns. The school does not currently have systems in place to support the identification and reduction of barriers to wellbeing.

- Counsellors and the science department have devised meaningful sessions to support the development of students' wellbeing. These awareness sessions complement the moral education programme. Using data to inform the expansion of the wellbeing curriculum to provide broad, balanced and cohesive wellbeing experiences is an important next step. Generally, students feel safe at school and experience an absence of bullying.

UAE social studies and Moral Education

- The school follows the UAE Moral, Social and Cultural Education framework very closely. In Primary, class teachers are responsible for teaching students. In the secondary and post-16 phases, specialists teach the students. Students learn about global, national, and local issues, events, and cultures, as well as current and historical affairs and personal and environmental issues.

- Teachers enable students to formulate their opinions and to communicate their ideas to the rest of the class. Students in Secondary use digital technology to research topics. They are keen to learn and can communicate their opinions in a mature way. Assessment follows the school's processes with two combined assessments per term and ongoing assessment procedures. Reporting has the same format as in other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primary	Secondary	Post-16
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Students in the secondary phase make slightly better progress than those elsewhere in the school. Girls generally achieve better than boys. The school data show that the non-Arab students attain better outcomes. Students show good progress in lessons and in their work samples.

- Secondary and post-16 students demonstrate a developed understanding of modern concepts, for instance equality and racism, and can explain them from an Islamic perspective. Islamic values are strong across the school. Students' understanding of the Holy Qur'an, Hadith and Seerah are mostly secure.

- Allocating time for recitation at the beginning of lessons and encouraging students to recite verses of the Holy Qur'an in their presentations, have improved students' recitation skills. However, these skills are still not clearly evident in the upper phases.

For Development:

- Improve students' ability to make links to the Holy Qur'an and Hadith.

Arabic as a First Language

	Primary	Secondary	Post-16
Attainment	Good ⬆	Acceptable	Not applicable
Progress	Good	Acceptable ⬇	Not applicable

- Most students in Secondary attain levels that are in line with appropriate learning expectations. In Primary, students have improved their attainment in lessons, in their recent work and in the International Benchmark Tests (IBT) assessments. Internal assessment outcomes, however, do not match the levels of work in class.

- In Primary, students are using language more independently through the support of a guided reading programme, story writing and debating. Students in Secondary have reasonable levels of comprehension, but they are less confident and fluent when expressing their ideas. In general, most students have limited understanding and skills in applying the rules of grammar in their written work.

- The practice of the teacher focusing mainly on the formal instruction, and not on individual students' proficiency, has led to a decline in progress in Secondary. Raised expectations and challenge in Primary have led to an increase in progress there.

For Development:

- Enhance students' comprehension skills in a range of oral and written contexts.

- Develop students' linguistic skills by increasing the levels of challenge and by including more opportunities for research and independent learning.

Arabic as an Additional Language

	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Not applicable
Progress	Good	Good ⬆	Not applicable

- Most students' achievements across Primary and Secondary are in line with curriculum requirements. Attainment in lessons and in recent work demonstrates steady progression. As students proceed through the school, they gain greater confidence in their oral expression in Arabic.

- As Arabic is the medium of communication in lessons, students are developing adequate listening skills. They respond appropriately, in short phrases, to direct questions. They have difficulty in understanding unfamiliar texts. Students write neatly, but their independent writing skills are not well developed.

- Although the department has introduced a guided reading programme in Primary, there are still weaknesses in students' linguistic development, specifically summarising, presenting and oral expression.

For Development:

- Work with the school's English and modern language teachers to share appropriate curriculum content and teaching methodologies.

- Enrich the curriculum with songs, stories, and films to enhance students' language skills.

English

	Primary	Secondary	Post-16
Attainment	Good	Good ⬇	Very good ⬆
Progress	Good ⬇	Good ⬇	Very good ⬆

- Students in all phases perform competently in assessments. Secondary and post-16 students are well prepared for externally accredited examinations and attain generally commendable results. In Primary, results are less secure. They reflect assessment of simple reading skills but do not incorporate writing.

- Post-16 and secondary students analyse features of non-fiction and literary texts appropriately. Their response to reading is thoughtful and supported by descriptive references. Primary students have too few texts and resources to ensure that their literacy skills develop, and progress is limited as a result.

- In Upper Primary, Secondary and at Post-16, students systematically develop their ability to argue, debate, and present their viewpoints. Lower primary students are not learning the appropriate phonics skills and knowledge they need to become fluent, confident readers and writers.

For Development:

- Ensure that the curriculum develops all language skills.

- Embed the practice of teaching students to read by recognising the sounds that letters and combinations of letters make.

- Foster Primary students' reading skills by providing reading books which match their phonic levels and ability.

Mathematics

	Primary	Secondary	Post-16
Attainment	Acceptable ⬇	Very good	Good
Progress	Acceptable ⬇	Very good	Good

- The school's overly-positive self-evaluation for Primary is not in line with internal and external assessment data and work in lessons. Secondary students' achievements reflect stronger performances in external assessments. A significant number of post-16 students is on track to achieve well in A Level mathematics.

- The majority of students has secure numeracy skills. A large majority of secondary students has secure knowledge of geometry and trigonometry. Post-16 students have well-developed skills and knowledge in trigonometry and calculus. Data handling is less secure across the school.

- A significant minority of students in Lower Primary does not have the opportunity to learn using concrete mathematical resources. In addition, many do not have sufficient understanding of strategies to solve problems. Consequently, they do not apply their skills and knowledge appropriately.

For Development:

- Ensure that teachers equip students in Primary with the mathematical skills and strategies to enable them to apply their knowledge and to solve more complex problems.

Science

	Primary	Secondary	Post-16
Attainment	Very good	Good ⬇	Good
Progress	Good ⬇	Good ⬇	Good

- In 2021-2022, students in Secondary attained highly in external General Certificate of Secondary Education (GCSE) examinations. At A Level, post-16 students attained well in biology but less well in chemistry. Students' achievement in lessons in the lower primary phase is limited by teachers' low expectations.

- Students are keen to carry out practical activities. With appropriate guidance, they can develop a hypothesis and plan out a valid standard procedure that manages different variables. Students are less confident in analysing their results and in presenting data in graphical form.

- Teachers are broadening students' knowledge and use of scientific vocabulary in order to prepare them for external benchmarking assessments. Students are provided with key words in lessons, but the words are not displayed around the classrooms for students' independent reference.

For Development:

- Develop students' practical skills in Primary and Secondary by providing more frequent opportunities for them to carry out experiments in laboratories, using scientific equipment, and other laboratory resources.

- Ensure that students increase their skills of analysing experimental findings through using bar charts and line graphs, so that they can draw conclusions and evaluate their work.

Learning Skills

	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good ⬆

- Students in all phases are motivated to become successful learners. Secondary and post-16 students have more opportunities to collaborate and share ideas. Primary students have fewer opportunities to work with others, and to present their work to the class.

- Problem-solving is a common feature of all mathematics lessons, but too many primary students lack the strategies to be successful. In science, students enjoy active learning but often lack the necessary resources to work independently. Older students are more aware of their individual strengths and areas for improvement.

- Enquiry-based learning is more commonly used in upper secondary and post-16 classes where students' use of technology is more secure. Primary students enjoy finding things out for themselves, especially when related to their everyday lives and experiences.

For Development:

- Provide opportunities for all students to use their existing skills to think imaginatively and to use enquiry and research in their learning.

2. Students' personal and social development, and their innovation skills

	Primary	Secondary	Post-16
Personal development	Very good	Outstanding	Outstanding

- Across the school, students demonstrate very positive and responsible attitudes towards learning and their school. They are self-reliant and demonstrate strong leadership skills. Their behaviour is excellent. Students in Secondary and Post-16 are more self-disciplined than those in Primary.

- A key strength of the school is students' positive relationships. In all phases, students are very sensitive to the needs of others and show genuine concern for one another. Most students respond positively to advice and thrive on receiving constructive critical feedback.

- Students are very aware of healthy lifestyles. Most make healthy choices for their food and drinks. Students' punctuality to classes, in the morning and after breaks, is good. However, overall school attendance is very low this year.

	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good

- Students demonstrate a strong awareness of Islamic values and understand their impact and relevance to modern society in the UAE. They realise the importance of values such as tolerance in a diverse society, where people of different nationalities and religions live together in harmony and peace.

- Students' knowledge of the UAE heritage and culture is a strength of the school. They speak clearly about the history of the UAE and can explain how the UAE changed from isolated desert emirates to a united developed country with advanced technologies and sophisticated infrastructure.

- Students' understanding of their own cultures and world cultures is having a more positive impact across almost phases of the school this year. However, in Lower Primary, some aspects of the required understanding of these cultures still requires development.

	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Very good	Outstanding

- Most students, and especially the older students, are responsible and contribute actively to the school and to the wider community. The Student Council has a strong voice and is very committed to initiating school activities.

- Older students improve the school environment by growing plants on their farm. Others are actively involved in various schemes, including the recycling project. They have good conservation awareness and an insightful understanding of environmental issues. Many already know some of the key messages of the Conference of the Parties (COP27).

- Students have a strong work ethic. Their awareness and application of innovation is still very inconsistent across the school. It is stronger among the older students but only emerging in Primary.

For Development:
- Improve students' attendance to very good or better.

- Raise students' awareness of their own and other cultures by providing more inter-cultural activities.

- Encourage younger students to take on more relevant roles and responsibilities.

3. Teaching and assessment

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good ⬆

- Teaching in lower primary classes does not engage students in activities which encourage them to be active learners. Teachers have insufficient resources to make lessons more interesting. The teaching in the senior phases is developing students' skills of collaboration and independence.

- Most teachers have a thorough knowledge of their subjects and provide clear objectives for learning. Most review their objectives effectively, but less so in Primary. Many teachers use questioning well to support learning, but not always skillfully during assessment processes.

- Teachers' interactions with students are positive. Most are ambitious in their planning of challenging lessons, especially for classes preparing for external examinations. Not all lessons are sufficiently well planned to meet the full range of abilities nor the learning needs of students of different ages.

	Primary	Secondary	Post-16
Assessment	Acceptable ⬇	Good	Good

- Consistent assessment systems are aligned to curriculum standards. Teachers in Secondary and Post-16 make good use of students' progress information when planning lessons. In lower primary classes, data are not used well enough, leading to less effective learning in English, mathematics, and science.

- Students' progress is closely monitored, using internal and external benchmarking assessments, and reviewed thoroughly. An appropriate monitoring and tracking system for the students of determination is in place, but students who are gifted and talented are not tracked as a distinct group.

- Most teachers mark students' work regularly and provide students with clear guidance on how to improve. However, students do not always make the necessary improvements. As a result, errors and misconceptions are not always addressed promptly and are often repeated.

For Development:

- Improve teaching strategies in lower primary classes so that students learn through well-resourced, practical activities which are designed to inspire them.

- Ensure that Primary teachers understand how to use progress information to plan learning to meet the needs of all groups of students.

4. Curriculum

	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Very good	Good

- The school follows the National Curriculum for England (NCfE) in all phases. It offers suitable breadth, balance, and progression with a focus on developing students' knowledge, skills and understanding. However, its implementation in English and mathematics in Primary does not enable students to make sufficient progress in their learning.

- Students can choose from a wide range of subjects at the end of Year 8, and again in Post-16, to match their interests and strengths. The courses offered prepare students well for their future in education or work.

- The curriculum is reviewed annually by school leaders with the intention of identifying gaps in students' knowledge and of revising the curriculum appropriately. The school aligns the curriculum and associated internal assessment closely with external examination requirements.

	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable ⬇	Good	Good

- In Lower Primary, the curriculum is not modified sufficiently to provide suitable challenge to all groups of students. In English, for example, it is not developing students' skills rapidly enough to ensure that they are effective communicators. In mathematics, students' problem-solving strategies are underdeveloped.

- Students of determination access curriculum modifications which are linked to their Individual Education Plans (IEPs). The curriculum is also adapted, to ensure that students are well prepared for external examinations.

- Students gain a strong awareness and understanding of Islamic values and Emirati culture. A small minority of students enhances their experience in after school clubs, for instance in sports and competitions. Primary students gain enterprise skills through the organic farming project.

For Development:

- Ensure that the curriculum is adapted to provide suitable challenge to all groups of students, especially in the lower primary.

- Enhance students' listening, speaking, reading, writing, and problem-solving skills, especially in Lower Primary.

5. The protection, care, guidance and support of students

	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Policies and practice related to the school's rigorous monitoring ensure that the school provides a safe, hygienic, and secure environment. Risk assessments are frequent and record keeping thorough. Supervision at entry points is highly effective.

- The medical team has been increased to attend to students' care and to promote healthy lifestyles, and to meet the wider needs of wellbeing. The team conducts systematic checks, and provides advice to raise awareness of obesity, mental health, and students' ability to keep themselves safe.

- The safeguarding, bullying and child protection policies are updated, reviewed annually, and shared with the whole school community. The school has ground floor accommodation readily available to provide accessibility for students or adults with mobility needs.

	Primary	Secondary	Post-16
Care and support	Good	Good	Good

- Members of staff and students take shared responsibility for maintaining the strong and purposeful relationships throughout the school. These relationships allow members of staff to know the students in their care well and to support their wellbeing. Counselling and career guidance are readily available.

- Leaders recognise the importance of students' attendance. They are committed to working collaboratively with all stakeholders to improve attendance. However, they should now review their approach and develop further strategies to expedite improvement.

- Students of determination and those who are gifted or talented are effectively identified using external assessments. Although individual students and their needs are communicated to teachers, the support and challenge which they receive in class is inconsistent and not always well planned.

For Development:
- Embed more effective systems and methods to improve attendance.
- Deploy more personalised approaches within the classroom to challenge all groups of students, particularly those who are gifted or talented.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- School leaders and governors demonstrate a strong commitment to inclusive education. Their action plan sets out targets to enhance the provision. The head of inclusion does not have many links with other inclusion departments to support her in prioritising the school's vision.

- The Students' Support Service has developed systems to identify students of determination. Identification results in timely interventions, including IEPs which have measurable targets. The school does not currently make enough use of diagnostic assessments and screening tools to inform their processes.

- Parents receive regular updates on their children's progress through both formal and informal methods. They are involved in writing their children's IEPs and are given guidance to support them in taking appropriate action.

- Many students of determination access a range of intervention sessions to support their individual needs. However, the school does not make sufficient use of evidence-based interventions which target specific areas of need and help to boost students' confidence and improve their progress.

- Students of determination are monitored methodically. Level 3 students are monitored more closely through their IEPs. This process informs the next stage of their support as part of a graduated response.

For Development:

- Create links with other inclusion departments to share best practice and to help to prioritise next steps in the development of the department.

- Expand the range of diagnostic assessments and screening mechanisms to support further identification of students' needs.

- Provide students of determination with a wider range of targeted support, using evidence-based tools.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable ⬇
Parents and the community	Very good
Governance	Acceptable ⬇
Management, staffing, facilities and resources	Acceptable ⬇

- The principal and senior leaders promote a vision which reflects the UAE national and Emirate priorities, and which is supported by the whole school community. They are successful in establishing a climate of respect within the school with a commitment to inclusion and where everyone feels valued. The senior leadership team, however, does not hold middle leaders to account for ensuring good quality outcomes. They do ensure that the school is compliant with statutory and regulatory requirements.

- The school's self-evaluation is underdeveloped, inaccurate, and does not support school improvement planning adequately. The monitoring of teaching and learning is not sufficiently focused on students' achievement. School improvement plans are based on simple self-evaluation but contain appropriate actions and some achievable goals. However, the plans do not contain targets which are measurable. time-bound and which will result in improvement in students' achievement. There has been only limited progress in addressing the recommendations from the previous inspection report.

- Parents are highly supportive of the school and of the senior leadership team. Leaders carefully consider parents' views when deciding on school improvement priorities, for example, the improvement in the girls' play area. As a result of effective communication, parents are well informed regarding their children's attainment and progress. They are very satisfied with the opportunities which they have to contribute to their children's learning. The school's links with the wider community are not sufficiently extended.

- The governing board has some impact on the overall performance of the school. Membership includes representatives from most stakeholders. Members do not have sufficient knowledge of the strengths and weaknesses of the school. They periodically monitor the school's actions but do not hold senior leaders accountable for the quality of the school's performance, including the achievements and personal development of all students. The board has yet to ensure that appropriate staffing and resources are available to address areas for development.

- The school's procedures and routines are effective. Too many teachers are not fully qualified. There are inconsistencies in the quality of teaching. The premises are only adequate with a clear absence of any strategic campus development planning. Specialist facilities for teaching and learning are available, including technology, but are not of a quality that can support student achievement in the long term. Resources, particularly for the younger students, are limited in quality and quantity. This is affecting the development of their reading, mathematical and scientific skills.

For Development:

- Raise the quality of teaching, especially in Primary, by employing qualified teachers and by providing adequate resources.

- Base school development planning on accurate self-evaluation and school improvement, including the development of the campus to meet the needs of future learners.

- Hold senior and middle leaders to account for the quality of educational outcomes.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact **QA.Schools@khda.gov.ae**