

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**St. Mary's Catholic High
School-Dubai**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



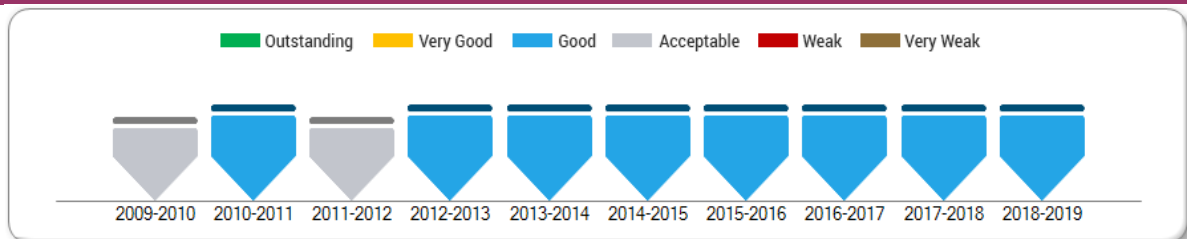
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School Information

General Information	Location	Umm Hurair
	Opening year of School	1968
	Website	www.stmarysdubai.com
	Telephone	043370252
	Principal	Paul Asir Joseph
	Principal - Date appointed	3/24/2016
	Language of Instruction	English
	Inspection Dates:	10 to 13 December 2018
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	1888
	Number of Emirati students	0
	Number of students of determination	65
	Largest nationality group of students	Indian
Teachers	Number of teachers	144
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	7
	Teacher-student ratio	1:18
	Number of guidance counsellors	2
	Teacher turnover	6%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	General Certificate of Secondary Education (GCSE) A-Level
	Accreditation	none
	National Agenda Benchmark Tests	GL

School Journey for St. Mary's Catholic High School - Dub



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In the secondary phase, students' attainment is consistently very good in English, mathematics and science. This level of consistency is not evident in the primary or post-16 phases. In the secondary phase, students' progress is improving at a faster rate in Arabic as a first language than in Arabic as an additional language. Students enjoy learning. Older students take responsibility for moving their learning forward.
- Students' personal and social development is a strength of the school. Most have a positive work ethic, behave well and participate in a range of activities that benefit the school community. In the lower primary years, students are not always self-disciplined. Students have a clear understanding of Islamic values and the culture of the UAE. Older students engage in a number of projects that enable them to be innovative.

Provision for learners

- Most teachers apply their deep subject knowledge well to meet the requirements of the units of study, particularly in the secondary phase. Improvement is evident in the development of students' high-order thinking skills, again particularly in the secondary phase. Although teachers know their students' strengths and weakness, they are not making consistent use of assessment information to ensure that work is sufficiently challenging for all students.
- The secondary curriculum has been improved by the addition of curricular choices that provide more first-hand experience of enterprise, innovation and entrepreneurship. These opportunities are less evident in the primary phase. The curriculum in Arabic is not fully aligned with the expected standards. Across all subjects, curriculum modifications to meet individual student's needs are inconsistent.
- Effective procedures ensure the safety of students and the staff. Relationships are positive and mutually respectful. Although procedures for the identification of students in need of additional help are effective, they may not lead to consistently effective support in lessons. Students' well-being is carefully monitored and suitable career guidance is provided for the older students. Building maintenance checks are not rigorous enough.

Leadership and management

- Leaders are fully committed to the UAE's priorities. They have deep knowledge of the National Curriculum of England. The effects of self-evaluation processes on the school's improvements are limited, because full account is not taken of all of the available information. Parents are very supportive of the school. Governors are over-reliant upon reports from the principal and key staff members. They do not gather enough first-hand information about the school's performance.

What the School does Best:

- The vision and direction provided by leaders, resulting in the school's very good contribution to the UAE's national priorities.
- The school's harmonious and inclusive atmosphere.
- The very good design and implementation of the curriculum in the secondary phase, which underpins students' very good attainment in the external examinations taken in Year 11.
- Students' outstanding attitudes to learning and their use of very well-developed learning skills in the secondary phase.
- The very effective partnerships established with parents and the business community.







Key Recommendations:

- Improve students' attainment in Arabic by fully aligning the curriculum to the Ministry of Education (MoE) curriculum standards and ensuring that teachers' expectations and assessments of students' performance are raised to match those standards.
- Ensure that the quality of teaching is of consistently high in all phases and subjects, with a focus on:
 - the consistent use of questioning to check students' depth of understanding and the use of this information to adjust teaching approaches
 - the use of assessment information in lesson planning to ensure that students do not waste time repeating tasks they have already demonstrated competency in
 - the development of students' independent learning skills, especially in the primary phase.
- Improve self-evaluation by linking information from external tests with internal assessments to accurately evaluate the effects of teaching on students' learning.

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	Acceptable	Acceptable	Not applicable
	Progress	Good	Good ↑	Not applicable
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good	Acceptable	Not applicable
 English	Attainment	Good	Very good	Good ↓
	Progress	Good	Very good	Good ↓
 Mathematics	Attainment	Good ↓	Very good	Good
	Progress	Good	Very good	Good
 Science	Attainment	Very good ↓	Very good	Good
	Progress	Very good	Very good	Good
Learning skills		Good	Very good ↑	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	Outstanding
Social responsibility and innovation skills	Good	Very good	Outstanding

3. Teaching and assessment

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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:

Registration requirements

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

School's progress on international assessments

meets expectations.

- The Trends in International Mathematics and Science Study (TIMSS) results are above the centre point for the international cohort. The targets set in the Programme in International Student Assessment (PISA), were exceeded in mathematics and reading, but missed in science by a small margin. Students' attainment levels in two administrations of the PISA and TIMSS tests increased in all subjects. General Learning (GL) data have improved in English since the last inspection, but declined in mathematics and science. Comparisons of attainment with measures of cognitive potential (CAT4) show that students exceed their potential.

Impact of leadership

meets expectations.

- Leaders have a clear understanding of the expectations of the National Agenda. Analyses of students' performance in GL, TIMSS and PISA tests are used to modify the curriculum. The impact of these modifications is not always rigorously monitored or evaluated.

Impact on learning

meets expectations.

- Stronger critical thinking skills are being developing across different subjects, especially in the secondary phase. In this phase students are frequently asked to derive formulas, justify their answers and identify errors in problems. Research skills are not consistently developed. The use of technology is mainly limited to web searches. It is not being used systematically to support learning.

Overall, the schools' progress toward achieving the UAE National Agenda targets meets expectations.

For development:

- Improve students' attainment in NAP assessments in all subjects.
- Ensure that the effects of all curriculum modifications on students' outcomes are systematically evaluated.
- Provide students with more experience in the use of technology to support learning.

Reading Across the Curriculum

- The successful implementation of the reading policy in primary classes is helping students read with understanding. The policy is not consistently implemented in secondary classes.
- In English, mathematics and science, students' reading skills are improving. In Arabic, younger students benefit from individually guided reading that helps to develop proficiency.
- Both libraries lack book stock and attractive displays for stimulating students' interest in reading. The books held in the primary classroom libraries lack variety.
- Leaders are committed to the development of reading and understand its' importance as a basic learning skill. However, they do not monitor the implementation of the school's reading policy sufficiently

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For development:

- Improve the attractiveness of the libraries and refresh the class libraries in Years 1 to 4 to stimulate students' interest in and enjoyment of reading.

UAE Social Studies

- The curriculum is planned to appeal to students through the use of resources and activities that develop their knowledge of the UAE and broader, world-wide history and culture.
- Learners exhibit high levels of independence and think carefully as they devise solutions to problems. They research and make connections between new and learned information.
- Assessments of students' projects and of work in lessons show that the attainment of most is above curriculum standards.
- Students' project work shows that the large majority exceed the expected progress in relation to their differing starting points.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Students' technological skills are improving. The innovative use of Google Classroom in English lessons enables students to work independently on different activities and instantly share their results.
- Students, particularly those in the secondary phase, respond positively to opportunities to develop their own ideas and carry out projects, which promote entrepreneurial skills.
- In the most effective lessons, teachers provide opportunities for students to test out each other's ideas through problem solving activities. These are less evident in the primary phase.
- Leaders understand the importance of promoting innovative practice. A wide range of partnerships have been successfully established to promote a culture of innovation, especially for secondary students.

The school's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- The majority of students demonstrate good knowledge and understanding of the subject. Arab students make better progress in applying their knowledge to their everyday lives than non-Arab students.
- Students' knowledge and understanding of Seerah and Islamic values is stronger than that of the Holy Qur'an and Hadeeth. Secondary students make better progress in Holy Qur'an recitation than the primary students. Fiqh (laws) is underdeveloped in all phases.
- Attention to students' recitations of the Holy Qur'an and the rules of Tajweed have led to improvement. However, these skills remain inconsistent across different year groups.

For development:

- Extend students' knowledge and understanding of Fiqh.
- Ensure greater consistency across year groups in the development of students' recitation skills.

Arabic as a First Language

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

- Internal assessments show students' attainment to be very high in all language skills. This level of attainment is not reflected in lessons and students' recent work. While listening skills are reasonably good, their reading and writing skills are not as well developed.
- The majority of students' comprehension skills develop well. Although Year 6 students are able to write their own short stories, the quality of their writing varies. Students do not reach higher attainment levels because their teachers' expectations are too low and the work set is below the MoE curriculum standards.
- In lower primary years, students are developing their reading skills well in individually guided reading sessions. The rate of students' progress has improved in the secondary phase because of small classes and more focused teaching approaches.

For development:

- Ensure that internal assessments are aligned with the expected curriculum standards and accurately reflect students' attainment levels.
- Raise students' attainment, particularly in reading and writing, by raising teachers' expectations, thus setting work that matches the required curriculum standards.

Arabic as an Additional Language

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

- Students progress at a faster rate in the primary phase because the guided reading programme is promoting reading with understanding effectively and there are fewer inconsistencies in the quality of teaching.
- Improved reading in the primary phase is increasing students' range of vocabulary. However, their speaking skills are weaker, especially in the secondary phase. Students are only able to engage in conversations that are pre-set and in familiar contexts.
- The curriculum is not fully aligned with the MoE curriculum standards. This is having an adverse effect on the level of challenge presented to students and the accuracy of internal assessments.

For development:

- Improve the consistency of teaching and the rate of students' progress in the development of speaking skills, particularly in the secondary phase.
- Ensure that teachers' expectations, assessments of learning and the curriculum all align with the expected MoE curriculum standards.

English

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

- Primary students' good progress in reading and comprehension ensures that their attainment is quickly age-appropriate. In lower secondary years, students are less confident in writing for a range of purposes. There are gaps in post-16 students' understanding of some aspects of English literature.
- Secondary students' ability to analyse language and character and use textual evidence to justify their opinions prepares them well for post-16 study. However, A-level students' understanding of writers' viewpoints, in relation to historical and social contexts, is at an early stage of development.
- The sharp focus on developing students' reading skills is successful and seen in the improved structure and form of their writing. Although most students speak confidently, opportunities to engage in class debates and discussions are limited, particularly in the primary phase.

For development:

- Give students more experience of presenting their ideas in class and engaging in debates and discussions.

Mathematics

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

- Primary students' insecure understanding of mathematical concepts slows the development of their reasoning skills. In the secondary phase, students are skilled in explaining their reasoning and in setting out mathematical solutions to well-designed activities.
- Primary students are competent in the manipulation of numbers. Secondary students make very good progress in the development of analytical skills and mathematical reasoning. Post-16 students are able to apply a variety of complex mathematical concepts in problem-solving.
- In the secondary phase, high levels of challenge and improved planning have increased students' understanding of the links between mathematics and everyday life. In the other phases, lesson planning does not always take account of students' readiness to move on and so the work at times lacks challenge.

For development:

- Develop students' conceptual understanding and reasoning skill in the primary phase.
- Ensure that work in lessons in the primary phase matches the curriculum standards and in post-16 lessons is suitably challenging for all students.

Science

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

- The majority of students in all phases have thorough knowledge of the main areas of science. Students' ability to apply their knowledge and understanding is stronger in the upper years of the primary and secondary phases.
- Students' understanding of the scientific method and their investigation skills are improving slowly in the lower primary and lower secondary years because these skills are not specifically taught. Too much time is spent reinforcing prior knowledge, at the cost of students developing the skills of scientific investigation.
- Post-16 students' attainment varies, with fewer students achieving high grades in A-level examinations than do so at the end of Year 11.

For development:

- Provide students in the lower primary and secondary year groups with more experience of scientific investigations.
- Increase the numbers of post-16 students who achieve higher grades in A-level examinations.

Learning Skills

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

- Students in the primary and post-16 phases show genuine interest in learning, but are more dependent on adult support as the curriculum demands increase. Secondary students are thoughtful inquirers who make effective use of technology to support learning and interpret information independently.
- Most students are confident readers who communicate well through speech and writing. Primary students have fewer opportunities to be innovative. A few older students are not actively engaged in lessons. The use of technological devices to deepen learning is inconsistent.
- In all phases, students' ability to think critically when they investigate and suggest their own solutions to real and abstract problems has improved. Most students are willing to offer opinions and show an understanding and appreciation of the views of others.

For development:

- Increase post-16 students' independence in learning and ensure that all are actively engaged in lessons.
- Increase primary students' opportunities to be innovative and enterprising.

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

	Primary	Secondary	Post-16
Personal development	Very good	Outstanding	Outstanding

- Students' behaviour is exceptionally good, particularly in the upper primary, secondary and post-16 phases. In the lower primary years behaviour is slightly more varied as students learn the school routines and behavioural expectations.
- Relationships between students and between students and adults are excellent. Students help each other and are respectful and considerate of each other's needs. Students have very positive attitudes toward school and take their responsibilities seriously. Bullying is very rare.
- Students have an excellent understanding of how to stay fit and healthy, and take part in a wide range of physical activities. Older students provide excellent role models for the younger students. Attendance rates are very good and students arrive punctually to lessons.

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

- The majority of primary and secondary students have secure knowledge and understanding of Islamic values. They are knowledgeable and respectful of the UAE's culture and heritage. Post-16 students show mature awareness of the significance of cultural diversity in the UAE.
- Students participate in national and international celebrations such as National Day, Martyr's Day and Ethnic Day. During these celebrations, senior students relish opportunities to take on leadership roles.
- Efforts to improve students' awareness of the world's cultures are strongly evident. Post-16 and secondary students participate in national cultural events, such as The Emirates Literature Festival, where they learn to appreciate the art, music and literature of different countries.

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

- Students demonstrate exemplary attitudes to work and a high sense of social responsibility. Post-16 and secondary students take leading roles in projects and enterprise activities of benefit to the school and wider communities. Primary students' participation is limited to school recycling and charity campaigns.
- Older students are proud to represent the school in national events and competitions such as the Dubai Recycling Competition and Abu Dhabi Sustainable Week. They initiate a wide range of projects promoting enterprise and sustainability.
- Post-16 and secondary students organise awareness sessions for younger students on environmental sustainability. They confidently put into practice creative and innovative ideas that help improve the school environment.

For development:

- Increase opportunities for primary students to initiate and participate in a wider range of environmental projects.

3. Teaching and assessment

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good

- Teachers have good subject expertise, which is used well to guide their lesson planning. Lessons are usually well organised, with a wide range of resources to enliven learning. Occasionally, teachers spend too long reviewing previous work, slowing the pace at which students learn new material.
- In the most effective lessons, teachers use searching questioning that encourage students to think and to challenge each other's viewpoints. However, teaching approaches do not always promote high quality discussion and thinking, most noticeably in lower primary and lower secondary year groups.
- Improvements in teaching are better meeting the learning needs of students. These are most fully met when the work in lessons offers an appropriate level of challenge for all, including the most and least able; however, this is inconsistently done.

	Primary	Secondary	Post-16
Assessment	Good	Good	Good

- There is inconsistency in the extent to which internal assessments are linked to curriculum standards, particularly in Islamic education, Arabic and in primary phase mathematics. Assessments in English, mathematics and science are closely aligned with the UK GCSE and A-level examination requirements.
- Analyses of external assessment data are used to guide curriculum planning. However, not enough use is made of this information, including measures of cognitive potential, to identify students' starting points, set attainment targets and track their progress towards them.
- In English and post-16 mathematics, teachers make effective use of ongoing assessment to modify teaching and maintain students' rates of progress. In other subjects, the use of formative assessments in lessons is variable, as is the guidance given through teachers' marking of students' work.

For development:

- Share the best practices and extend teaching approaches that develop higher order thinking skills, particularly in the lower years in the primary and secondary phases.
- Ensure that teachers make full use of assessment data to set individual learning targets and provide work that meets the needs of all students.

4. Curriculum

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

- The curriculum's design promotes the inclusion of all students. In the secondary phase, the curriculum promotes deep knowledge and understanding, which leads to very good attainment and progress in English, mathematics and science. The curriculum in Arabic is not fully aligned with the MoE requirements.
- There is a strong emphasis on improving students' reading and comprehension skills. Cross-curricular links between subjects encourage breadth of thinking and learning. The curriculum offers an increasingly broad range of creative and sporting opportunities.
- The curriculum is periodically reviewed by teachers and leaders. Curriculum modifications to increase the pace of learning are developing in many subjects. A wide range of options cater well for the needs and interests of the older students.
- Moral education is taught from Years 1 to 6 as a discrete subject.

	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good

- The curriculum is adapted well to meet the needs of most students. Although provision for gifted and talented students and students of determination has improved, provision for them across the school is inconsistent.
- There are many opportunities for enrichment. For example, students participate in a local literary festival, art competitions and support charities. These opportunities are more extensive for older students than those in the primary phase.
- Links with everyday life in the UAE help students understand the richness of Emirati and other cultures, and the diverse backgrounds of people living in Dubai. Students have made comparisons of life now and historically in the UAE, and studied technological work to 'seed' clouds to produce rain.

For development:

- Ensure that the design and implementation of the curriculum in Arabic is fully aligned to the MoE standards.
- Ensure that there is consistent support for students of all abilities to help them make the best progress they are capable of.

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

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

- Effective procedures ensure that students are kept safe and secure. All safeguarding policies, including child protection, are reviewed and updated regularly, with training provided for all staff members. Evacuation drills are carried out regularly.
- Safety has been improved by additional padding in the play and public areas of the school, together with the installation of a soft surface in the primary assembly area. However, maintenance procedures are not swift enough in identifying and carrying out repairs.
- Although the school has started improving lighting across the school, such as in the corridor in the girls' building, lighting is dim in many classrooms. All buildings are not accessible for students with a physical disability.

	Primary	Secondary	Post-16
Care and support	Good	Good	Good

- Students are very friendly and courteous. They form very positive relationships with adults and other students. Systems for managing students' behaviour are effective. Efficient procedures ensure that students are in regular attendance.
- A range of assessment procedures are used to accurately identify students of determination. However, the support and modification of work for these students are inconsistent, because the targets set for improvement are not clear enough.
- Improved assessment procedures are being used to identify students with gifts and talents, with more opportunities being provided to cater for their needs and interests. Effective academic and career guidance is provided from Year 8, with university entrance advice given to post-16 students.

For development:

- Improve maintenance procedures so that repairs are carried out promptly.
- Ensure that support for students of determination is of a consistently high quality.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders and governors are committed to providing an inclusive education for all students. Effective systems are consistently applied to ensure that good quality training for the staff is having positive effects on students of determination.
- The identification procedures for students of determination begin as soon as they start school. A range of assessments, including observations, are used to guide curriculum modifications. Provision is improving because of the effective use of this information.
- Parents appreciate the support their children receive and value the guidance they receive from the school. They are positive about their children's learning and the progress they are making. Communication is regular and parents welcome the contact they have with staff.
- Students' individual education plans (IEPs) do not include clear enough learning targets. As a result, work in lessons is not always closely matched to students' learning needs and support is not fully effective in reducing barriers to learning
- Students of determination generally make good progress in English, mathematics and science. However, progress is less consistent in the other subjects. Students' progress is not closely checked in relation to the content of their IEPs to guide their next steps in learning.

For development:

- Ensure that the support provided for students of determination in lessons is effective in reducing barriers to learning and accelerating progress.
- Provide clear learning targets in students' IEPs and ensure that progress towards those targets is checked and used to guide the next steps in learning.

6. Leadership and management

The effectiveness of leadership

Very good

School self-evaluation and improvement planning

Good

Parents and the community

Very good

Governance

Good

Management, staffing, facilities and resources

Good

- The UAE's National priorities are central to the vision of leaders in this inclusive school. Leaders have very good understanding of the requirements of the National Curriculum of England and international assessments. Most demonstrate best practice in their own teaching but are not successful in ensuring that the same quality of teaching is delivered throughout the school. Effective communication ensures that teachers understand what needs to be done to secure improvement.

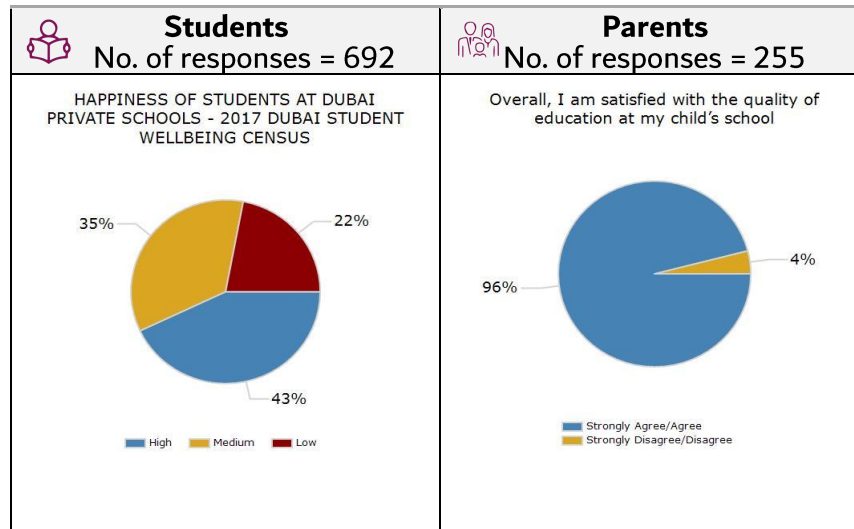
- Self-evaluation and improvement planning are systematically informed by the analysis and comparison of external and internal assessment data. However, too much emphasis is placed on the end-of-phase examination results when arriving at evaluation ratings. The results of actions taken to secure improvements are regularly checked. However, assessments of students' performance are not considered alongside evidence from lesson observations to accurately evaluate the effects of teaching on students' progress.
- Parents are highly supportive of the school. They are kept very well informed through teacher conferences and regular reports. The school is actively involved with partner schools and the local business community to increase opportunities for students to follow their talents and interests. Partnerships are highly effective in creating a climate wherein the innovation and enterprise skills of older students can flourish. Partnerships do not contribute as effectively to the learning of primary students.
- Membership of the governing board has been increased to extend the range of expertise and take more account of the views of stakeholders. Governors gain their knowledge of the school through reports from the principal and communication with key staff members and parents. Monitoring visits to the school in order to gain firsthand information are neither focused nor frequent. This limits the scope of challenge governors are able to offer school leaders.
- The day-to-day management of the school is organised effectively. Teachers and students follow the school routines and procedures well. The school is adequately staffed. Professional training is mainly through internal sources. There is a sufficient number of specialised facilities, including science laboratories and sports facilities. Resources in the libraries and those provided to develop students' technological skills are limited in terms of number and quality.



For development:

- Ensure that the full range of available information is used to accurately evaluate the effects of teaching on students' progress.
- Improve the range and quality of books in the libraries and the technological resources.

The views of parents, teachers, and senior students.

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Most students confirm they are happy in school and are confident in reaching their academic potential. They feel safe and say that adults will look after them and listen to what they have to say. A few students express concern regarding social and verbal bullying. Discussions with students confirms that this is rare and dealt with well by the staff.
 Parents	<ul style="list-style-type: none"> Almost all parents agree that the school provides their children with good quality education and keeps them safe. Parents value the information provided by the school and the range of methods of communication. A few parents express the view that their children receive too much homework. Others are happy that the homework given contributes to their children's academic success.

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 inspection@khda.gov.ae