

INSPECTION REPORT

2022-2023



**ST. MARY CATHOLIC HIGH SCHOOL –
DUBAI MUHAISNAH BRANCH
UK CURRICULUM**

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Muhaisnah 4
	Opening year of School	2015
	Website	www.stmarysmuhaisnah.com
	Telephone	+971(0)42614014
	Principal	Mr. Jaime Roth
	Principal - Date appointed	8/22/2020
	Language of Instruction	English, Arabic
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 11
	Number of students on roll	1165
	Number of Emirati students	2
	Number of students of determination	28
	Largest nationality group of students	Indian

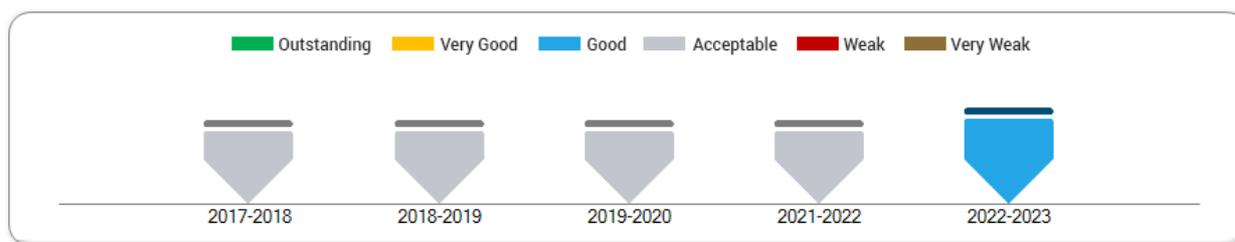
TEACHERS

	Number of teachers	71
	Largest nationality group of teachers	Filipino
	Number of teaching assistants	13
	Teacher-student ratio	1:16
	Number of guidance counsellors	2
	Teacher turnover	18%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for ST. MARY CATHOLIC HIGH SCHOOL - DUBAI MUHAISNAH BRANCH



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	<ul style="list-style-type: none"> Students' attainment and progress are mostly good in English, mathematics and science, and acceptable in Islamic Education and Arabic. Attainment and progress are very good in secondary science. In the Foundation Stage (FS) progress is good, although attainment in mathematics and science is only acceptable. Students' learning skills are good across the school. Students demonstrate positive and responsible attitudes toward learning. They display strong leadership abilities and exemplary behaviour. They have a good understanding of Islamic values and Emirati heritage, and knowledge of their own and world cultures. Students willingly participate in school and community activities and demonstrate a positive work ethic. Not all children in the FS attend school as regularly as they should.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> Teachers use creative and imaginative ways to stimulate learning and have high expectations for students. They review prior learning and carefully explain new objectives. They frequently use learning technology and resources effectively. While teachers know their students well, some do not always provide work that matches their abilities and needs. Assessment systems are consistent across subjects and phases, but internal assessments are not moderated. The curriculum in the school is broad, balanced, and age-appropriate with a clear rationale, following the requirements of the National Curriculum for England (NCfE) and the Ministry of Education (MoE). The curriculum is reviewed regularly. The school has started making curriculum modifications to improve students' achievement, but it does not effectively adapt the curriculum to meet the needs of all student groups, especially students of determination. The school has effective safeguarding procedures, and staff receive regular training. Traffic-related issues have been addressed, and the school environment is safe and secure. Assessment processes identify students' gifts and talents, but the modification of learning is inconsistent for higher-attaining students. The school provides personal and social education programmes and accessible counselling services to guide students in their personal development and future education choices.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> Led by the principal, the school has implemented a clear vision for future development. This includes improving teaching and learning and ensuring that there is close alignment with the NCfE. Self-evaluation is effectively used to modify the curriculum and improve teaching and learning. Parental engagement is positive. Governance has improved with an extended board membership and staffing has been increased in key areas. The school operates smoothly with a welcoming and safe environment for all.

The best features of the school:

- The good progress of students in English, mathematics and science.
- Students' strong personal and social development.
- The high quality of curriculum design and implementation.
- The quality of pastoral care and support in place which promotes the wellbeing of students.
- The improved leadership which is focused on continually improving the school's performance.

Key recommendations:

- Improve students' attainment and progress in Islamic Education and Arabic.
- Raise children's attainment in mathematics and science in the Foundation Stage (FS) and ensure that the curriculum meets their developmental needs.
- Use assessment data to adapt the curriculum to meet the needs of all groups of students, particularly students of determination.
- Improve the identification and support provided for students of determination.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Good	Very good
	Progress	Good	Good	Very good
		Foundation Stage	Primary	Secondary
Learning skills		Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Good ↑	Good ↑
Assessment	Acceptable	Good ↑	Good ↑

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good ↑	Good ↑
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
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	Good ↑
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Good

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 assessment	meets expectations	Not applicable

- The school has been involved in only one round of international benchmarking comparisons, in which students attained above the school's targets. In the benchmark (GL) assessments, student's attainment was high, especially in science.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- School leaders remain committed to the vision and goals of the National Agenda. There is a clear understanding by all leaders of the areas for improvement. Assessment data is beginning to be used effectively to identify where adjustments and amendments to the curriculum are required. The National Agenda action plan is detailed, identifying key areas for improvement and with clear timeframes.

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

- The school has extended the use of a standardised reading test to track the development of students' reading skills. It has yet to monitor its effectiveness. Students' critical thinking skills are effectively supported in most lessons.

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

For Development:

- Monitor the effectiveness of the reading programme to ensure it is having a positive impact on student outcomes.

Wellbeing

The quality of wellbeing provision and outcome is at a high level

- The school's middle leaders share a comprehensive vision for promoting wellbeing, which is explicitly inspired by the institution's values and UAE priorities. While planning for improvement is not fully developed, the school takes an objective view of its wellbeing provision and outcomes. Furthermore, wellbeing leaders make effective use of all data and survey findings to develop programs that respond to students' wellbeing needs. Under an ethos of tolerance, care, and support, opportunities for student leadership are well-planned, and stakeholder views significantly influence wellbeing provision.
- The care provided to students is founded on positive relationships between staff and students. The school's monitoring of wellbeing guides its guidance, support, and interventions. While individual support is provided to staff, insufficient attention is paid to their ongoing professional development needs. The school is especially attentive to the perspectives of both students and parents.
- Wellbeing elements are incorporated into the school's curriculum and extra-curricular activities, such as the 'positive education program,' which centers on students' learning and personal development. For instance, break time music provides students with enjoyment. Across the school, students demonstrate a clear understanding of health and wellbeing and how to care for others. In lessons and throughout the school's life and work, most students actively engage with their learning activities.

UAE social studies and Moral Education

- The social studies curriculum in the UAE adheres to the Ministry of Education's (MoE) requirements. The program imparts to students the values and ethics of citizenship and loyalty necessary to become effective citizens. The moral education program utilizes a moral, social, and cultural framework to achieve this. Teachers demonstrate robust skills and practices for teaching and learning, with lessons that are well-planned and organized, featuring engaging learning activities that capture students' attention.
- The UAE social studies and the moral education programme are taught as stand-alone subjects. Both programmes have individual curriculum standards, and each has distinct learning outcomes. The school applies an effective curriculum planning model that connects and aligns standards, learning objectives and assessments.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate the expected knowledge and understanding of Islamic Education in lessons and in their recent work. This is aligned with the school's internal assessment data. Students in Primary make stronger progress than in Secondary. The performance of girls is above that of boys.
- A noted strength is the students' knowledge and understanding of Islamic values, key Islamic concepts, and national identity. Students' knowledge of the Holy Qur'an and the Noble Hadith is secure. Their ability to reference them for evidence of values and rulings is less well-developed. Students' knowledge of the Seerah is improving.
- The application of new knowledge has improved students' general understanding of the subject. The allocation of additional time for Telawah at the beginning of most lessons has improved students' recitation and memorisation skills. However, the impact of this initiative is less evident in the higher grades.

For Development:

- Improve students' recitation and memorisation skills.
- Ensure that all students are able to link all areas of learning including the Holy Qur'an, the Noble Hadith, and Seerah.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable

- Primary students' progress has improved since the last inspection. Lower Primary students make stronger progress in lessons than upper Primary and Secondary students. However, students are not always given enough opportunities to work independently in lessons.
- Students' reading and listening skills surpass their speaking and writing abilities. However, they exhibit inconsistency in elaborating their responses using age-appropriate language. Their capacity to engage in lengthy discussions and analysis, as well as their responses to challenging questions, require further development.
- The use of digital reading platforms has introduced students to learning materials which allow them to participate in questioning and discussions. However, teachers' use of closed questioning does not provide students with opportunities to elaborate on their responses.

For Development:

- Provide students with more opportunities to work independently in class.
- Provide students with a higher level of challenge in lessons that promote critical thinking skills.
- Allow students more time to elaborate on their responses to questions.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable ↑	Weak
Progress	Not applicable	Acceptable ↑	Acceptable ↑

- The attainment of primary students is generally in line with the MoE curriculum standards, while in Secondary, less than three-quarters of students attain the expected levels. Girls tend to perform better than boys, and students in Primary make the most rapid progress. The school's assessment data do not reflect students' performance in lessons and in their recent work.
- Students exhibit stronger listening skills compared to their other language skills. They can comprehend their teachers' instructions and respond with some assistance. However, their ability to produce extended language in both spoken and written forms is limited, with their free writing and speaking skills requiring further development.
- The increased opportunities for students to read more extensively have significantly improved their reading skills, with enhanced decoding abilities and reading fluency. Nonetheless, their understanding of written texts remains insecure and requires further attention.

For Development:

- Improve students' comprehension skills.
- Improve students' writing and speaking skills by providing more opportunities for them to practice the language extensively.

English

	Foundation Stage	Primary	Secondary
Attainment	Good	Good ↑	Good
Progress	Good	Good	Good

- From different starting points, children in the FS make steady progress in acquiring vocabulary and early phonics skills. The rate at which students improve their skills increases in Primary and lower Secondary. Learning accelerates in upper Secondary for students on IGCSE courses for language and literature, resulting in good achievement in external examinations.
- Students reading, comprehension, and communication skills progress well. They analyse increasingly challenging texts from different authors. They articulate and write their ideas confidently. Grammar, punctuation and spelling are mostly accurate, but the subject range in writing is limited in its creativity and students' handwriting is printed.
- Since the previous inspection, the school's promotion, development and tracking of students' reading skills have improved their progress resulting in more active engagement in reading.

For Development:

- Improve students' ability to write creatively.
- Teach joined-up writing to increase the speed of recording and note-taking.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good ↑	Good ↑
Progress	Good	Good ↑	Good ↑

- A strong characteristic of students' achievement and skills across both phases stems from an emphasis on improving their ability to solve word problems and utilise subject-specific mathematical vocabulary.
- Students generally make good progress because of how they engage with work that builds on previous learning and their willingness to attempt tasks above curriculum expectations. Students make less strong progress when teachers do not offer useful feedback when they mark work.
- Since the last inspection, the introduction of assessment and planning that targets gifted, and talented students is improving their problem-solving skills and engagement with extension work.

For Development:

- Improve students' achievement and skills in mathematics by raising the standard of marking.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good	Very good ↑
Progress	Good ↑	Good	Very good ↑

- In lessons, the majority of students in Primary and the large majority in Secondary make better than expected progress because of well-planned and effective teaching. In the FS, most children make good progress because learning activities are not as well-structured or meet their learning needs.
- Students in all phases are keen to carry out practical activities. In the FS, the size of groups in which children work are too large, resulting in not all children being actively involved in group activities. The strengthening of students' scientific vocabulary is improving.
- In both the Primary and Secondary, students plan experimental investigations following the scientific method and evaluate their results using standard procedures. However, in laboratory activities, students are more hesitant when handling equipment.

For Development:

- Ensure all children in the FS are able to participate in group work.
- Improve the use of scientific vocabulary in all phases.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good ↑	Good

- Children in the FS talk fluently about what they are learning. They frequently work in paired and group work. Although relationships are good, they do not always collaborate well when learning in small groups. Turn-taking and sharing equipment is a developing feature.
- Students in Primary and Secondary enjoy learning. They engage readily in groups and class discussions. They collaborate well and check the work of their classmates in a responsible and positive manner. Students are ambitious to improve their work.
- Most students express their thoughts clearly and succinctly. They readily apply new learning to everyday life and discuss serious issues with confidence. Students engage in independent learning, showing high levels of concentration. The use of technology has improved in Primary. This is enabling students to use it skilfully for research and information.

For Development:

- Develop the collaborative learning skills of children in the FS.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Very good ↑	Very good ↑

- Across the school, students possess very positive and responsible attitudes towards their learning and community. They are mature and display strong leadership skills particularly in the secondary phase. Students' behaviour is exemplary.
- Students' relationships are a strength of the school. Students are aware of the needs of others and show genuine concern for them. Most students respond positively to advice and thrive on the giving and receiving of critical feedback.
- The school has raised students' awareness of the importance of living a healthy lifestyle. Most make healthy food and beverage choices. Students are punctual at the start of lessons. Their attendance has improved but not sufficiently in the FS.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Across the school students possess good knowledge and understanding of Islamic values. They talk positively about the impact and relevance of these values to the lives of all people living in the UAE. For example, they can explain how people of many different nationalities live in peace and harmony irrespective of their religions.
- Students' awareness of Emirati heritage and culture is a strength and enhanced in a number of school activities. Most students are able to explain how the UAE has changed in such a relatively short time, to be a modern world-leading state.
- Students are proud of their own cultures and speak knowledgeably about them. Students' knowledge of world cultures is less consistent but strongest in Secondary. Older students can give details about the pyramids of Egypt, the Great Wall of China, and list a number of William Shakespeare's plays.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students willingly participate in activities that have a positive effect on the school and wider community. In the FS, children take responsibility for their immediate surroundings. In Primary and Secondary, students organise a variety of charitable fundraising activities.
- Students demonstrate a positive work ethic. A few students are involved in impressive initiatives, that they largely manage, for instance, the production of primary and secondary science publications. The Winter Fair provides opportunities for students to apply their entrepreneurial skills.
- Students contribute to sustainability by recycling bottles, cans and paper. Older students are well-informed about global climate and environmental issues. The youngest children know about the dangers of plastic pollution in the ocean.

For Development:

- Encourage students to initiate and lead more self-driven projects.
- Improve students' awareness of wider world cultures.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Good ↑	Good ↑

- Teachers possess a wealth of knowledge and effectively communicate learning objectives to students. They employ creative and imaginative techniques to stimulate learning and meticulously review prior learning before introducing new concepts. With high expectations, the increased use of learning technologies and relevant resources successfully promotes learning.
- Thorough questioning, time management, and a conducive learning environment are standard practices among teachers. While most know their students well, some teachers in certain subjects do not provide work that aligns with their students' abilities and needs.
- In the most effective lessons, teachers encourage students to collaborate and develop independence by promoting critical thinking through class discussions. However, in some FS and lower Primary lessons, students' active involvement in consolidating new learning is limited due to the teacher-led approach.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Good ↑	Good ↑

- In the FS, assessment information about the students' academic and personal development is not internally or externally moderated to ensure consistency. Teachers' evaluations of students' achievement in most subjects are reliable and there are narrow gaps between internal and external assessment results.
- Teachers in Primary and Secondary use students' achievement information effectively when designing learning activities to match the needs of groups of students. In the FS, this information is used adequately in lesson planning.
- Assessment systems are consistent across the different subjects and are now more closely linked to the curriculum standards. As a result, teachers have generally accurate attainment information to monitor students' progress, particularly in the English medium subjects.

For Development:

- Increase opportunities for collaborative learning in the FS and lower Primary.
- Ensure teachers' assessments are moderated.
- Ensure teachers in the FS use attainment information more effectively when planning learning activities to meet the needs of children.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good ↑	Good ↑

- The range of curricular options provides older students with ample choices that develop their talents, interests and aspirations. The recent curriculum review has had a positive impact on the quality of teaching and learning in Primary and Secondary.
- The curriculum has a clear rationale. It is broad, balanced and age-appropriate. The curriculum design ensures that it is relevant and effective in developing knowledge, skills and understanding. It closely follows the requirements of the NCfE and the MoE.
- The regular reviews of the curriculum are starting to ensure that provision meets the academic and personal development needs of most students. The impact is less secure in Islamic education, Arabic or across the FS.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school has made appropriate adaptations to the curriculum to meet the needs of most groups of students. This is starting to support improvements in students' achievement especially in Primary and Secondary. The curriculum is designed to engage the majority of students but not entirely in FS and in Islamic Education and Arabic.
- Opportunities for enterprise, innovation, creativity and social contribution are now included in all teachers' planning but it is too early to see an impact across all the school.
- The new range of extra-curricular activities and community links, benefits students' academic and personal development. Some appropriate learning experiences are provided to develop students' understanding of the culture and society of the UAE, but these are not fully integrated into the curriculum.

For Development:

- Embed the new curriculum changes to develop all students' entrepreneurial, enterprise and innovative skills

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school has effective procedures for the safeguarding of students including child protection. All staff, students and parents are aware of these. Annual training for staff is carried out and updated at intervals throughout the school year.
- Following the recommendations in the previous report, the school has taken action to resolve traffic-related issues and awaits a pedestrian crossing to be installed by the Road and Transport Authority. Visitors now wear identification lanyards. Supervision of students is effective, including on school transport.
- The school provides a safe, hygienic and secure environment for students and staff. Safe and healthy lifestyles are given a high profile and strongly promoted. During the inspection, a number of safety issues were identified and shared with school leaders who addressed them rapidly.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Relationships between students and staff are mutually respectful. Students respond positively to behaviour management that encourages self-reflection and self-correction. Careful monitoring procedures promote good rates of attendance in Primary and Secondary, but not in the FS.
- A range of assessment processes identifies greater numbers of students with potential gifts and talents than those with barriers to learning. Modifications of learning activities in a minority of lessons do not always provide a sufficient level of challenge for higher-attaining students.
- The school provides well-considered guidance to classes and year groups through personal and social education programmes. Accessible and responsive school counsellors offer individualised personal advice and guidance. This includes advice to senior students on their next steps in education.

For Development:

- Improve children's attendance in the FS.
- Ensure planned provision for the higher achieving students in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Inclusion leaders demonstrate well-developed professional understanding of inclusive education. The school generally admits students with mild to moderate learning needs. The inclusive education improvement plan contains relevant priorities, but these are not always adhered to.
- The school identifies a small number of students with barriers to learning. The inclusion team provides effective support overall to class teachers through advice on suitable strategies. Learning support teachers support students well in lessons and in individual support sessions.
- Parents are engaged as partners in their children's education. They are consulted on the content of their children's individual education plan (IEP). Parents and students can propose amendments. Overall, parents are positive about the quality of information, frequency of contact, and progress made by their children.
- In lessons, most teachers know students well and differentiate learning to meet their needs. Learning support assistants support students effectively, promoting inclusion and interaction with other students. Learning activities in withdrawal support sessions do not always engage and motivate students.
- In lessons, most students make at least acceptable progress in learning, and a majority make good progress in their personal development. Students of determination fulfill their leadership and representative roles alongside other students. The most rapid progress is made when the content of students' IEPs is followed.

For Development:

- Ensure that the inclusive education plan is fully implemented.
- Ensure that modified curriculum provision provides motivating and engaging learning experiences for students of determination.

6. Leadership and management

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

- Led by the principal, the school has successfully developed a clear vision for improvement. This includes improving teaching and learning, aligning practices to the National Curriculum for England (NCfE) and using assessment information to improve student outcomes. Middle leaders are improving their leadership skills and using data analyses to inform subject planning. Although the school's leadership capacity has grown, not all leaders have the skills needed to fully support the drive for improvement.
- Leaders across all levels use various methods, including internal reviews, assessments and surveys, to identify areas for improvement and make changes. Assessment data are analysed and effectively used to modify the curriculum. Quality assurance practices have improved, and there are well-informed improvement plans in place. The school leaders and staff have improved almost all the areas which were highlighted in the previous inspection report.
- The school successfully engages parents in their children's education and continually takes account of their views. Parents of students of determination commend the school's effective communication which has ensured their engagement in supporting their children. The school keeps parents well-informed about their children's progress through regular reports and conferences. Parent representation on the school board and parent association have provided an increased parental voice in the school accountability. Students are now participating in various local and national initiatives.
- The school's governance has improved by having a more representative composition. School staffing has increased in key areas. Governors receive regular reports from the principal and fully support the plans for expansion. However, governors have not ensured that all school's policies are revised and updated. The board lacks expertise in some areas of the school's development, including inclusion, Islamic Education and Arabic.
- The school operates smoothly and has a welcoming and safe environment for students. Staff have appropriate qualifications and meet KHDA requirements. Staff wellbeing and support are embedded in the school culture, including regular professional development. The school premises, facilities and resources are mainly good. However, some areas, such as the library and science, are under-resourced.

For Development:

- Improve the skills of all staff with leadership responsibilities so that they can fully support the drive for improvement.
- Establish partnerships within the local community to provide students with more opportunities to develop entrepreneurial, enterprise and innovative skills.
- Ensure that governors have access to the expertise necessary to support improvements in inclusion and the MoE subjects.

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