"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
– SHEIKH MOHAMMED BIN RASHID AL MAKTOUM
GOOD
DUBAI
Knowledge المعرفة
INSPECTION REPORT
2017-2018
St. Mary Catholic High School-Dubai
Celebrating 10 years of inspections
ST. MARY CATHOLIC HIGH SCHOOL - DUBAI
UK CURRICULUM

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School information

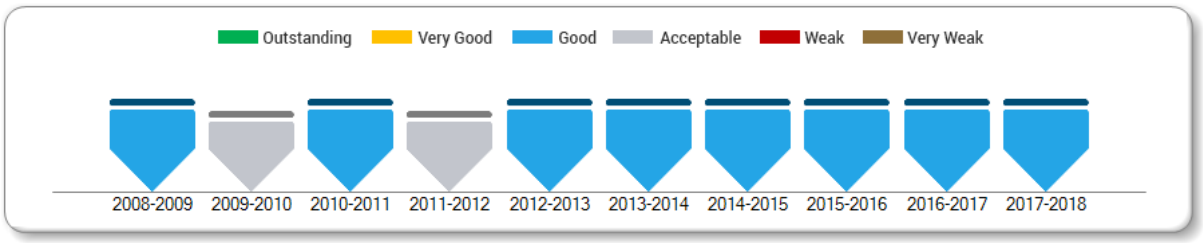
General information	
Location	Umm Hurair
Type of school	Private
Opening year of school	1968
Website	www.stmarysdubai.com
Telephone	04-337-0252
Address	Oud Metha, P. O Box 52232
Principal	Paul Asir Joseph
Principal - Date appointed	3/24/2016
Language of instruction	English
Inspection dates	20 to 23 November 2017

Students	
Gender of students	Boys and girls
Age range	5-19
Grades or year groups	Year 1-Year 13
Number of students on roll	1907
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	63
Largest nationality group of students	Indian

Teachers / Support staff	
Number of teachers	134
Largest nationality group of teachers	Indian
Number of teaching assistants	13
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	4%

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE, GCSE, IAL, IAS, IPLSC
Accreditation	None
National Agenda benchmark tests	GL, IBT, ISA

School Journey for St. Mary Catholic High School-Dubai



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities. Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

St. Mary Catholic High School-Dubai was inspected by DSIB from 20 to 23 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The quality of leadership is very good overall. Leaders share a vision for the school's future and are committed to realising it. They demonstrate a robust understanding of curricula, teaching, learning and assessment. Almost all leaders show the capacity to improve the school further. The school's internal evaluation processes are thorough and almost always accurate. Leaders forge constructive links with parents and with the local community.

Students' achievement

The students make good or better progress in learning across all the key subjects, except for Arabic in the primary years. Students are generally motivated in their lessons. They demonstrate consistently good learning skills, but their ability to work independently could be nurtured earlier and lessons could include more opportunities for them to think critically.

Students' personal and social development, and their innovation skills

The students' personal and social development is a strength of the school and has improved since the previous inspection. They are highly respectful of each other as they are of adults. Students are responsible in their behaviour and many carry out formal duties to help the school operate smoothly. Almost all students make healthy food choices and exercise daily. Their rates of attendance are high.

Teaching and assessment

Most lessons are well planned and often take into consideration the needs of different groups of learners. The quality of teaching is improving in post-16. The assessment of learning is good across all phases. Assessment information is used effectively to plan many lessons. However, some lessons do not feature appropriate levels of challenge for all students.

Curriculum

The school's UK curriculum is of good quality overall, providing students with choices in learning and interesting activities. It meets the requirements of the various authorities and supports the realisation of the school's mission. There is appropriate modification of the curriculum to enable students with special educational needs and disabilities (SEND) to enjoy success.

The protection, care, guidance and support of students

The school is a safe place for everyone to learn and grow. Students are always well supervised, including when on buses. Measures are taken to promote the safety of students when they are online. The facilities are clean and in good repair. All students are well supported in their learning and development, including those with SEND. Older students receive good guidance as they choose their post-secondary destinations.

What the school does best

- Students demonstrate good learning skills and make good or very good progress across most of the key subjects.
- The students' personal and social development are very strong overall, and outstanding in the Post-16 phase.
- The curriculum, teaching and assessment of learning are of good quality.
- The provision for students' health, safety, care and support is good.
- The overall quality of leadership which is very good in some important respects.

Key recommendations

- Improve secondary students' progress in learning Arabic so that their attainment is at least good.
- Extend opportunities for students' to improve their skills in using information technology in lessons across the curriculum.
- Increase the opportunities for students to innovate, work independently and think critically, especially in the primary phase.

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	Acceptable	Not applicable
Arabic as an additional language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good ↑	Acceptable	Not applicable
English	Attainment	Good	Very good	Very good
	Progress	Good	Very good	Very good
Mathematics	Attainment	Very good	Very good	Good ↓
	Progress	Good	Very good	Good ↓
Science	Attainment	Outstanding ↑	Very good	Good
	Progress	Very good	Very good	Good

	Primary	Secondary	Post-16
Learning skills	Good	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	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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test. In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, the KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the success of the school in meeting the National Agenda Parameter (NAP) targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Students' attainment, based upon the N.A.P. benchmark tests meets expectations in English and mathematics and is above expectations in science.
- The school's National Agenda action plan addresses all key strategies. The leadership team demonstrates a clear commitment to the National Agenda and has a good knowledge of the N.A.P. data analyses.
- The school carries out data analysis in some depth. Triangulation between the CAT4 tests, internal assessments and the N.A.P. benchmark tests identifies the strengths and weaknesses of students.
- Analysis of the N.A.P. data informs modifications that effectively align the curriculum to the new TIMSS and PISA test requirements.
- Teaching strategies are not consistently adjusted to take account of the N.A.P. assessment results. Opportunities for the students to develop critical thinking skills is not evident in all lessons.
- The majority of students are familiar with their N.A.P. test results. However, not all groups of students are able to use resources which consistently enhance learning and develop their research skills.

Overall, the school's provision for achieving the National Agenda targets meets expectations.

Moral Education

- Moral education is taught as a stand-alone subject. Cross-curricular links ensure that there is an appropriate alignment of moral education with the school's curriculum framework.
- Teachers use the "UAE Moral Education" textbook series and additional, age-appropriate materials to follow the scope and sequence of units of the curriculum.
- Students explore and discuss concepts of moral education, based on their personal experiences and share their knowledge and understanding of the world.
- Some assessments take account of how students feel, think and act. Assessments in students' notebooks, only infrequently, include information on how they can further reflect upon, and improve their work.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- UAE social studies is offered as a discrete subject and cross-curricular links are skilfully integrated into the wider curriculum. Learning outcomes are well planned.
- Teachers have thorough subject knowledge and use appropriate strategies to engage and support students in lessons. The UAE social studies textbook is supplemented with additional material.
- Students work collaboratively and productively in groups. Critical thinking and problem-solving skills are in the early stages of development, especially in the lower years.
- Inconsistently, learning outcomes are assessed through the written work of students.

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

Innovation in Education

- A minority of students, mostly in later year groups, work innovatively. They think, creatively for themselves, challenge each other and use computers for simulations.
- The Post-16 and some secondary phase students successfully initiate projects that benefit others in the wider community.
- Teachers are beginning to provide models of innovative practice. Some lessons include the effective use of learning technologies to increase opportunities for students to work independently and creatively.
- The curriculum provides students with opportunities to think and act innovatively. This is not fully embedded across all subjects and all phases.
- Leaders demonstrate understanding of innovation in many ways. Their strategic planning, in partnership with all school stakeholders, promotes a culture of innovation.

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

Main inspection report

1. Students' achievements

		Primary	Secondary	Post-16
Islamic education	Attainment	Good	Good	Good ↑
	Progress	Good	Good	Good ↑

- In lessons and in recent work, a majority of students demonstrate knowledge and understanding of Islamic Education that are above the expected curriculum standards. However, internal assessments return even higher levels of attainment.
- Notable strengths include the students' knowledge of Seerah (the life of the Prophet, PBUH) and Islamic values. However, their understanding of Hadith and the Holy Qur'an and students' ability to think critically, are not as strong. Insufficient challenge is inhibiting further progress for the most able students.
- Students' memorization and recitation skills of the Holy Qur'an are improving steadily. They are also increasingly able to extract moral lessons from the Holy Qur'an, Hadith and Seerah.

For development

- Improve students' abilities to think more critically about various topics and encourage them to support their findings with evidence from the Holy Quran and Hadith.

		Primary	Secondary	Post-16
Arabic as a first language	Attainment	Acceptable ↓	Acceptable	Not applicable
	Progress	Good	Acceptable	Not applicable

- Students across all phases attain in line with the curriculum standards in all skills. The internal and external data indicate similar attainment levels. Students' progress in lessons and in written work is above expectations in primary years, but is just at the expected levels in the secondary years.
- Across all three phases listening is the strongest language skill and speaking is the weakest. Students are demonstrating adequate levels of skill in reading comprehension. Their writing is developing steadily, but it does not always meet the curriculum expectations. Generally, girls achieve better than boys.

- Students use standard Arabic when communicating their learning in lessons, but they are not confident when debating or justifying their opinions. Basic research and presentation skills in the secondary years are under developed. Their ability to apply learned grammatical concepts is not secure.

For development

- Improve speaking and writing skills with more opportunities for these skills to be applied to real life.

		Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good ↑	Acceptable	Not applicable

- Most students demonstrate adequate skills, in line with expectations. Progress in lessons and in the students' written work is better than expected in the primary years,
- Students' speech is limited to short phrases from familiar contexts. Due to limited vocabulary, their writing may only partially communicate their intentions. All skills are more quickly developed in the primary phase, especially in the earlier years.
- Significant improvement is evident in the progress of beginner students in Year 4, who can understand more than one expression, respond to direct questions, and read familiar words. Handwriting skills are above curriculum expectations.

For development

- Improve all four language skills; for speaking, by allowing more frequent opportunities for language application and for writing, by extending students' vocabulary.

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

- Lessons and students' work show that the majority of primary students attain above the expected UK curriculum standard for their age. The secondary and Post-16 students attain well above expectations. Apparent inconsistencies between the results of internal and external assessments reflect the different skills tested rather than anomalies in students' achievements.
- The majority of primary students make good progress in listening, reading, writing and speaking, while most in the secondary and in Post-16 phases make very good progress in these skills. Throughout the school, the majority of students speak in very articulate ways for their ages. Many students are adept at extended writing, including poetry.

- Students' achievements have been maintained at good levels over recent years in the primary phase, with consistently high standards attained in the IGCSE tests at the end of the secondary phase.

For development

- Ensure that all primary students have opportunities to be innovative and creative in their speech and writing.

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

- The attainment of the large majority of students is above the curriculum expectations in the primary and secondary phases. It is slightly less secure in the Post-16. Their progress varies across the phases and depends upon the levels of challenge provided in lessons. Students' progress is strongest in the secondary years.
- Most students have well-developed algebraic skills and a secure knowledge of mathematical facts. Skills in critical thinking, and in the ability to apply knowledge to solving problems develop at a slower pace across all three phases.
- In the Post-16 phase, students' attainment and progress in mathematics is weaker than in the secondary year.

For development

- Provide well-planned learning activities, to develop critical thinking skills, and enable students to apply them to solving mathematical problems.

		Primary	Secondary	Post-16
Science	Attainment	Outstanding ↑	Very good	Good
	Progress	Very good	Very good	Good

- While students' progress is good in the Post-16 phase overall, some make very good progress. Students present their scientific research and findings to their classmates and explain in detail what they have learned.
- Many students are developing a range of good investigative skills. Although not yet fully embedded, some students design and carry out experiments and effectively evaluate the quality of their work. Older students independently research aspects of their work using computers.

- The primary students' attainment has improved since the previous inspection and it is now outstanding. This is improved in part by teachers helping students to develop a deep understanding and accurate, effective use of scientific language.

For development

- Ensure that all students have frequent opportunities to undertake all aspects of investigative work in science, which includes hypothesising, planning and carrying out their own experiments, discussing critically the results of their work.

	Primary	Secondary	Post-16
Learning Skills	Good	Good	Good

- Students' learning skills are well developed and are particularly strong in the Post-16 phase, in Islamic education, English and science. In these subjects, students display strong investigative, research and independent learning skills. They communicate their ideas very well.
- Students work well together to share ideas and to advance their learning. When they use computers and other resources, their learning is faster. However, students' use of technology is not widespread enough.
- When teachers use questions and moderate discussions skilfully, students' abilities to reason and explain their thinking develop well. Their confidence to learn and deal with new ideas are strengthened by challenging and interrogating each other.

For development

- Drawing on best practice in some areas of the curriculum, improve the scope of students' investigative and problem solving work across the school, and especially in mathematics.
- Improve students' access to learning technologies throughout the school, so that they use these regularly to enhance their learning.

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

	Primary	Secondary	Post-16
Personal development	Very good	Outstanding	Outstanding

- Students' personal development is underpinned by the excellent relationships between them and the teaching staff. The older students demonstrate extremely positive attitudes toward school and their life in school. Students' behaviour in all year groups is almost always exemplary.
- Students move around the school with respect for each other and with due regard for the facilities. They enjoy school and are keen to participate in different activities. Their attendance is very good and they are punctual arriving to their lessons.
- Older students are very mature and set an excellent example of how to behave. Students of all ages show extremely good understanding of how to stay healthy, through mostly wise food choices and through taking part in physical activities.

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

- Students across the school demonstrate a strong awareness of Islamic values and their relevance to life in the UAE. The students in the Post-16 phase can clearly explain how the UAE has evolved to become a united, modern country.
- Post-16 students have better knowledge and understanding of Islamic values and UAE culture than do those in the primary and secondary phases.
- Students' understanding and appreciation of their own cultures is stronger than that of other world cultures. The younger students' awareness of the wider world is less well developed.

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

- Students across all phases contribute actively to the life of the school and to the wider community. As volunteers, the Post-16 and secondary students initiate and lead activities such as a 'Diabetes Walk'. Primary age students show a well-developed sense of responsibility.
- Students demonstrate excellent work ethics, especially the Post-16 students, who lead in developing their own proposals and in planning projects. In the secondary phase, students successfully manage activities, while primary students enjoy participating in school and community events.

- Student council members are encouraged to contribute to decision making in the school. In the Post-16 and secondary phases, they seek ways to support conservation beyond school. Students in the primary years are aware of environmental issues and take part in many activities, such as recycling.

For development

- Improve students' awareness of international cultures.
- Involve students in the primary phase, in planning and executing innovative projects.

3. Teaching and assessment

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

- In the primary phase, teachers have thorough knowledge of their subjects and good understanding of how young students learn. In most secondary and post-16 classes, teachers effectively apply their knowledge to enable most groups of students to be successful learners.
- Teachers create positive learning environments in which most students can concentrate well and make good or very good progress. Most teachers use time and resources effectively and question their students skilfully to promote learning.
- Most teachers are aware of the different learning needs of students in their classes. Some teachers modify their strategies to address the needs of the higher achieving students and those with SEND.

	Primary	Secondary	Post-16
Assessment	Good	Good	Good

- Internal assessment processes are consistent across the phases and are aligned well to the curriculum standards. They provide valid and reliable measures of students' academic progress.
- The school conducts external assessments, linked to curricular expectations and students participate in wide range of international benchmarking tests. Analysis of the resulting assessment data is carried out to inform curriculum modifications. The use of this information to influence teaching strategies is less consistent.
- Formative assessments of learning during lessons vary in quality between the different subjects and phases. Teachers' knowledge of their students' strength and weaknesses helps many in the provision of individualised support to students but this is not consistent enough.

For development

- Develop students' critical thinking, problem-solving and innovative skills more consistently across all phases.
- Compare students' internal achievements with those who follow the same curriculum internationally and use this information to consistently adjust teaching to meet the learning needs of different groups of students.

4. Curriculum

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

- The school's well-organised curriculum meets the requirements of the UK and the UAE Ministry of Education. Innovation is promoted well in some classes, predominantly in the secondary and Post-16 phases.
- Curriculum implementation in the key subjects are generally strong, although less effective in Arabic. Older students have opportunities to choose different subjects to study, including French, art, psychology, economics and business. Carefully planned links between subjects are often used to enhance students' understanding.
- The Post-16 curriculum has been improved since the last inspection, through the addition of English literature and increased opportunities for students to take part in recreational sports. These options are broadening the experiences of students, enhancing their literacy and preparing them for life after school.

	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good

- Curriculum modifications to meet the needs of students with SEND are being applied and good practice is evident across all phases. Gifted and talented students are identified and supported in the upper years, but this is not evident in all year groups.
- Curriculum enhancements take place regularly through projects such as the Model United Nations, 'One Route One Communi-tree,' as well as involvement in literature festivals. Opportunities for innovation and enterprise are more evident in the upper years.
- Across all areas of the school, high quality displays celebrate Emirati culture and recognise the importance of beliefs and vision in the life of the school. Tolerance is promoted and the school celebrates the diversity of its community.

For development

- Ensure the Arabic curriculum is effectively implemented.
- Extend curricular modifications for students across all subjects and phases including for those who are gifted and talented.

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

- Students are adequately supervised during breaks, on buses and in all school activities. School buildings are safe and well maintained. Records about health and safety are accurate and secure, including all incident reports and subsequent actions taken.
- All staff members and many older students contribute to a safe and healthy environment. The 'Eco Warriors' and 'Fire Marshal' initiatives are effective and efficient. The food at the canteen offers healthy choices for students.
- The school has responded positively to recommendations of previous inspection report and improved some of the facilities to make them more accessible to students with physical disabilities.

	Primary	Secondary	Post-16
Care and support	Good	Good	Good

- Teacher and student relationships are of a very high quality. There is a very caring and inclusive climate established across the school. Behaviour management policies successfully promote positive responses from the students. Students' attendance and punctuality are effectively managed.
- Procedures for the identification of students with SEND are being improved. The systems to identify students who are gifted and talented are developing. Support for these students is also improving and this has a positive effect on students' progress.
- Students have ready access to very good advice and support to alleviate their concerns and to assist them in making suitable subject and career choices. The student councils regularly advise teachers on students' concerns and these are appropriately acted upon.

For development

- Strengthen systems to ensure the accurate identification of students who are gifted and talented and increase the personal support for these students and those with SEND.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- The inclusion champion, action team and the link governor work together to ensure children with SEND are identified accurately and early and to facilitate putting in place the most appropriate provision for curriculum access and support.
- The school continues to expand its range of assessment tools which are used effectively to identify students with SEND.
- There is a very positive relationship between parents of students with SEND and the school. Parents are very happy with the system used to keep them informed about the progress of their children. Parents are involved in the development of their children's Individual Education Plans (IEPs).
- Although there are frequent assessments which serve to monitor students' progress, subsequent teaching is not always sufficiently adjusted to meet their identified learning needs. Improved progress tracking procedures and teacher monitoring would help to advance this.
- Curriculum modifications are made and identified in IEPs and behavioural plans. Implementation is not sufficiently consistent across all subjects.
- Overall, students with SEND make progress in learning in the key subjects which is in-line with that made by their peers.

For development

- Ensure actions identified in IEPs, including curriculum modifications and targets to accelerate progress, are consistently and effectively implemented in all lessons.
- Improve the monitoring and tracking of students' progress so it can be recorded more easily and frequently.

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

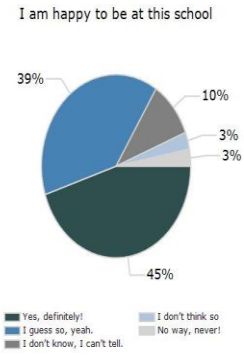
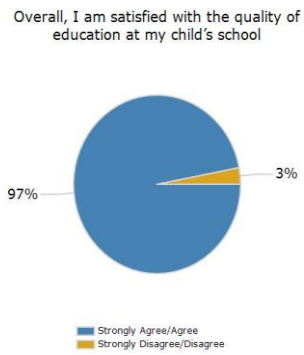
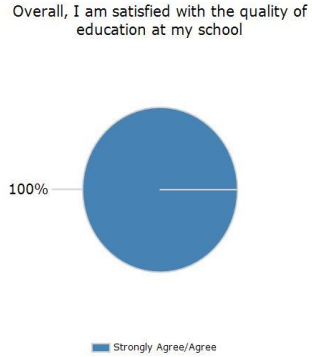
- This school has a very clear mission that is understood by all stakeholders. Leaders at all levels share a common vision and a commitment, both to the students and to meeting the priorities of Dubai and the UAE. There is effective communication among them and staff morale is high. Almost all leaders demonstrate a strong capacity to innovate and improve.
- The leaders' processes for monitoring the quality of teaching and learning are thorough and regular. Leaders have detailed knowledge of the school's quality of provision and the academic outcomes for students. Their evaluations of teaching quality are at times too generous, but they inform appropriate development activities for the teaching staff. The school continues to improve.
- School leaders are effective in engaging parents who are both well informed and involved in their children's education. Reports to parents include evaluations of knowledge and skills as well as the next steps in learning in most, but not all subjects. There are effective links with charities and other organisations, although links with schools internationally are yet to be exploited.
- The governors have succeeded in articulating a clear strategic direction for the future of the school. They have included parents, teachers, outside professionals and an education expert, but students are not directly represented. The governors monitor the work of the school and its leaders very closely, with a focus on the academic and social outcomes for students. They have a very positive effect upon the school.
- The daily management of the school is efficient. Almost all staff members are well qualified. They benefit from professional development provided by the school. School buildings, facilities and resources provide positive an environment that supports teaching and learning but not all students have access to learning technologies.

For development

- All leaders should develop their skills of lesson observations, emphasising the learning outcomes for students.
- The governing body should consider how to more effectively represent student voice.
- The resources for learning should include better access to information technology for all students.

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 No. of responses = 538	Parents No. of responses = 443	Teachers No. of responses = 129
		

Students	A significant number of students replied to their survey. Almost all are positive in their opinions about the school, but a large minority disagree that they have a wide range of extra-curricular activities from which to choose.
Parents	A significant number of parents replied to their survey. Like the students, almost all are positive in their opinions about the school, and a significant minority disagree that their children have a wide range of extra-curricular activities from which to choose.
Teachers	A significant number of teachers replied to their survey. They are very positive in their opinions of all aspects of the school's provision and 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 inspection@khda.gov.ae