

GOOD



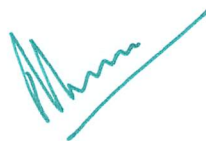
INSPECTION REPORT

UK CURRICULUM

ST. MARY CATHOLIC HIGH SCHOOL-DUBAI

Contents

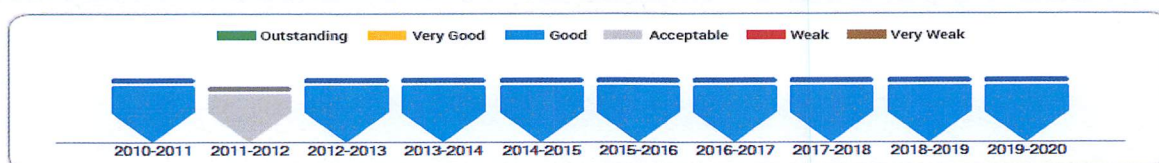
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School Information

General Information	 Location	Umm Hurair
	 Opening year of School	1968
	 Website	www.stmarysdubai.com
	 Telephone	97143370252
	 Principal	Paul Asir Joseph
	 Principal - Date appointed	3/24/2016
	 Language of Instruction	English
Students	 Inspection Dates	18 to 21 November 2019
	 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	1953
	 Number of Emirati students	1
	 Number of students of determination	51
Teachers	 Largest nationality group of students	Indian
	 Number of teachers	153
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	7
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	2
Curriculum	 Teacher turnover	16%
	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	General Certificate of General Education (GCSE) and A-level
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

School Journey for ST. MARY CATHOLIC HIGH SCHOOL-DUBAI



Summary of Inspection Findings 2018-2019

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

- Primary students' progress in English has improved. Otherwise, there has been no change in attainment across the school. Secondary students maintained very good levels of attainment and progress in English, mathematics and science. Post-16 students did not achieve similar levels of success, partly because of their relatively underdeveloped higher-order thinking skills. Students' attainment and progress in the Arabic languages are mostly acceptable.
- Because of over-exuberance, not all younger students in the primary phase are sufficiently focused on their work. In contrast, secondary and post-16 students show exemplary behaviour and commitment to learning. Students maintain high levels of attendance and punctuality. While their understanding of Islam, and of Emirati and world cultures is still very good it has declined at post-16. Nevertheless, post-16 students demonstrate outstanding social responsibility.

Provision for learners

- Teachers' subject knowledge is stronger than their abilities to modify their teaching to meet the learning needs of all students. The school has improved the analysis of external and internal assessment information. However, there is still insufficient emphasis on the use of ongoing assessment to identify where students are underperforming, to set individual targets for improvement and to support student self-assessment.
- Curriculum design is most effective at the secondary phase. Teachers continue to refine their units of study. In UAE social studies, teachers are particularly effective in enhancing students' learning experiences through the inclusion of values-based activities, opportunities for debate and project work. Their use of technology is effective in helping students to link learning to their own experiences.
- Arrangements for ensuring the health and safety of students has improved and is very good. There is a caring ethos across the school. A thorough process for the identification of students of determination has been established. Individual education plans (IEPs) linked to specific subject needs are in place, although the impact of this approach has not been evaluated.

Leadership and management

- The principal, supported well by all school leaders, has established a very positive ethos where values are central to students' learning. Leaders continue to prioritise the improvement of students' academic performance. However, they have not been as effective in driving forward the changes necessary to raise achievement in all subjects, particularly that of post-16 students.

The best features of the school:

- Support for the values of the UAE, particularly in relation to the promotion of tolerance and inclusion
- The exemplary behaviour and commitment to learning by students in the secondary and post-16 phases.
- The community and environmental responsibility of students at post-16
- The attainment and progress of secondary students in English, mathematics and science

Key recommendations:

- Raise expectations of students' attainment and progress, particularly in Arabic and at post-16.
- Ensure that all improvement objectives are measurable and linked directly to evidence of impact, both in terms of the quality of teaching and students' learning.
- Make more effective use of assessment information to set individual improvement targets for students and support them in assessing their own progress, and in addressing identified areas of weakness.
- Review the curriculum in the lower primary phase to ensure that there is an appropriate level of challenge for more able students.



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
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Good	Very good	Good
	Progress	Very 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
 UAE Social Studies	Attainment		Good	
Learning skills		Primary Good	Secondary Good ↓	Post-16 Good

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

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

3. Teaching and assessment

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	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	Very good ↑	Very good ↑	Very good ↑
Care and support	Good	Good	Good

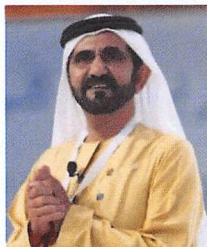
6. Leadership and management

The effectiveness of leadership	Good ↓
School self-evaluation and improvement planning	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 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

Schools Progression in International Assessments

is above expectations

- The school's results in Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA) and PISA based tests for schools, have improved between the last two cycles of testing. Students' attainment on the N.A.P. tests have significantly improved since last year in English, mathematics and science. Assessments show especially strong results in science. Comparisons of measures of students' cognitive potential (CAT4), with their achievement indicate that students exceed expectations in English, mathematics and science.

Impact of Leadership

meets expectations

- Leaders are dedicated to exceeding the school's National Agenda targets. The action plan, however, is too general and is not based on clear self-evaluation. Although the plan contains a balance between provision and outcomes, some success criteria are not measurable. However, through the analysis of assessment information in planning, the school is beginning to improve students' results in external assessments.

Impact of Learning

is approaching expectations

- The school aims to assess critical thinking. However, teachers' use of questioning in lessons to promote these skills remains variable. Independent inquiry and research are encouraged mainly through increased student engagement in projects and field trips. Some examples include participating in the Saudi Arabian Basic Industries Corporation Science Caravan, attending the Dubai Design Week and, in the primary phase, farming to promote sustainability.

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

For Development:

- Raise student outcomes in the N.A.P. tests in English and mathematics to match those in science.
- Ensure that the National Agenda action plan is based on a clear self-evaluation and that all success criteria are measurable.
- Provide students with more opportunities to carry out independent inquiry and research in lessons.

Moral Education

- Younger students consider compassion and sympathy. By Year 10, this has evolved and students study equality and inequalities, for example, in employment. In Year 13, this develops into positive values and responsibility and economic growth from the perspective of integrity.
- Teachers use discussion and debate to encourage students to consider their well-being. However, not all students fully participate. In Year 10, studies include the impact of income, wealth, assets and poverty, while Year 11 students are taught the implications of conflict for world peace.
- The assessment students' written work includes teachers' comments, but these do not always give clear guidance on how work can be improved. Project work is also a key feature of learning, which students complete collaboratively, supporting each other by peer and self-assessment.
- The school's implementation of the moral education is **meeting expectations**.

For Development:

- Ensure greater participation by all students in extended discussions and debates.

Reading Across the Curriculum

- Internal assessments of reading skills in Arabic, English and French establish students' starting points in reading. However, subsequent progress is not assessed. Across the phases, girls and boys read sufficiently well to achieve good learning outcomes. Secondary students read with inference in Arabic and English.
- The school has extended guided reading in both Arabic and English from Year 1 to Year 4. English lessons focus well on literal and inferential reading.
- In Arabic and English, students learn specific skills to address the reading challenges of each language. Other subject-specific reading skills are less systematically taught.
- The school's reading policy lacks prescribed roles, responsibilities and guidance for teachers. The attractive and well-used junior library is promoting students' interest in reading.

The school's provision, leading to raised outcomes in reading across the curriculum is emerging.

For Development:

- Revise the school's reading policy so that teachers' roles and responsibilities for the teaching of reading are clear and fully understood.
- Ensure that the senior library is developed in ways that establish an attractive 21st century context for reading, research and study.

Innovation

- Students are now using learning technologies more effectively in and out of lessons. Primary students' access 'Kids Britannica' for research. Secondary students capture their collaborative learning live on screen for peer evaluation.
- In all phases, students participate in creative projects, such as the Organic Farm, Management of Waste, and the development of environmentally sustainable practices in the school.
- Teachers do not place sufficient emphasis in lessons on the development of critical thinking and problem-solving skills.
- Innovation is part of the developing design of the curriculum. For instance, there are some motivating and challenging lesson pursuits in addition to activities such as sport, artwork and music.
- Leaders are promoting innovation but have not evaluated the impact of school initiatives on students' learning. They have not fully embedded innovation across all phases of the school.

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

For Development:

- Provide more opportunities to develop students' innovative learning skills.
- Evaluate the quality of innovative initiatives and embed the best practice across the curriculum.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across the school a majority of students are achieving above the curriculum standards. Attainment is strong at GCSE examination level, although students do not always attain the same high standards when matched against the more demanding Ministry of Education (MoE) requirements.
- Across the school students have an appropriate understanding of the key principles of Islam. In the lower primary, they recognise the differences between the Pillars of Islam and Iman. In the secondary phase, they are aware of the importance of developing their understanding through studying Islam. In lessons, students apply effective research skills to enable them to explore real-life contexts.
- Although students' knowledge and understanding of Islam and how to apply its teaching to their lives are well-developed, their skills of recitation and ability to use quotations are emerging.

For Development:

- Improve students' recitation skills and their abilities to quote from prescribed texts.
- Increase students' use of peer and self-assessment, as well as encouraging greater independence in learning.

Arabic as a First Language

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

- Most students attain levels that are in line with curriculum standards. Secondary students are able to undertake advanced tasks, including using language more independently through writing their own stories, making inferences and debating.
- Progress is improving as students develop stronger reading comprehension skills. Primary students can skim and scan texts and use relevant clues to find answers. Secondary students are showing an increased ability to analyse texts and relate them to poetry and proverbs.
- The department's guided reading programme in the primary phase has now been extended to Year 4. This is having a positive impact on the development of all four language skills. At the secondary phase, while writing skills have improved slightly, these have not yet met the MoE curriculum expectations.

For Development:

- Improve students' speaking skills by planning more challenging tasks, which will enable them to express themselves more accurately and confidently using standard Arabic.
- Use guidelines for writing assignments so that students' achievements are tracked more accurately against the MoE curriculum expectations.

Arabic as an Additional Language

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

- Primary students' progress is improving due to the implementation of a guided reading programme which is identifying more accurately the starting points for each student. However, students who are new to learning Arabic, are only making limited progress in most year groups.
- Across the school, students' listening and speaking skills are less well-developed due to their limited knowledge of vocabulary and opportunities for engaging in sustained conversations. The independent writing skills of most students are also underdeveloped.
- Although there have been improvements in the quality of teaching for effective learning, and the curriculum, learning tasks do not always provide sufficient challenge for most groups of students. Consequently, such developments have not had sufficient time to impact on achievement.

For Development:

- Provide all students with the appropriate levels of challenge to improve all four language skills.

English

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

- Overall, students perform better in external assessments than in school assessments. Primary students' thoughtful dialogue reflects their improved progress, especially beyond the lower primary phase. Stronger literature examination results sustain secondary students' high achievement. This is not the case in post-16.
- Students' active listening and fluent speaking skills develop well across the school. Students are able to identify key information in suitable reference texts, and carefully annotate and summarise literary extracts, especially in the secondary phase. Reading and textual analysis is less secure at post-16.
- The careful coaching of primary students' learning skills, including their progress in reading, is supporting their ability to skim and scan for information, and to critique fiction and non-fiction texts. However, a lack of clear success criteria in lessons means that students do not always know how well they have learned.

For Development:

- Coach better listening and considerate speaking skills in early primary, and channel students' enthusiasm with tasks that suitably challenge all learners.
- Begin lessons with clear skills-based learning objectives, and measurable success criteria and end the lessons with student evaluations of their progress in meeting these objectives.

Mathematics

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

- Achievement in mathematics is stronger in the secondary phase than elsewhere in the school. In the primary phase, there is insufficient use of concrete tasks to promote understanding of key concepts. At post-16, students are not provided with enough experience to apply their mathematical knowledge to solve problems.
- Primary students are secure in working with numbers and can solve problems. Secondary students can work out measurements related to shapes of two and three dimensions. Post-16 students learn about trigonometric identities and modelling, and how these relate to real-life.
- Recently, senior leaders have introduced greater rigour into the internal assessment of mathematics in the primary phase. This has resulted in lower, but more realistic, scores and a better preparation for external testing.

For Development:

- Promote more collaborative, mathematical problem-solving activities in lessons.
- Ensure greater consistency in the quality of teachers' monitoring of and feedback to students on their written work.
- Provide more opportunities for students to participate in self-and peer-assessment.

Science

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

- In the primary and secondary phases, students' external assessment results show high levels of attainment and progress. In lessons and their recent work, students make good or better progress. In post-16, students' achievements are stronger in lessons and work samples than in their external test results.
- Across the phases, students' knowledge of facts and understanding of concepts are more robust than their scientific skills. They rarely develop their knowledge and understanding through the scientific method or through investigations.
- The department has introduced farming to students in the primary phase. This is starting to have a positive impact on students' appreciation of science, on their interest in learning and on their outcomes.

For Development:

- Provide students with more opportunities to develop their skills in applying the scientific method and in gaining new knowledge and understanding.

UAE Social Studies

	All phases
Attainment	Good

- Younger primary students attain the expected curriculum expectations with a majority of upper primary and secondary students exceeding them. These students demonstrate enhanced critical thinking about the history and geography of the UAE. Younger students' over-enthusiasm for the subject often restricts their learning.
- Primary students display a secure knowledge of UAE holidays and their importance as part of various celebrations. In Year 3, students are able to explain how farming began in the UAE. Early secondary students understand the significance of the Ed-Dur settlement on maritime trade of the UAE.
- Older students are making increasingly complex connections in their learning in response to improved curricular activities. This includes researching information, engaging in debates and in project-based activities. Senior students are competent in using historical timelines and in engaging in extended discussions about values and human rights.

For Development:

- Ensure that lower primary students channel their enthusiasm in a more constructive way by building effectively on their prior knowledge so that they maximise their learning.

Learning Skills

	Primary	Secondary	Post-16
Learning skills	Good	Good ↓	Good

- Across the school students are keen to learn. They engage enthusiastically when active learning experiences allow them to take responsibility for their own learning. This is better developed in the secondary and post-16 phases but is inconsistent across key subjects.
- Beyond the early primary years, students learn to collaborate well. By the secondary and post-16 phases, they can lead learning well in particular subjects. This is best developed in the learning of languages, and in creative subjects.
- Primary students benefit from well-planned teaching of critical thinking, especially in English. Students apply this well in later phases. In science, students have fewer opportunities to collaborate and think scientifically. Across the school, students do not regularly make connections with other areas of learning

For Development:

- Ensure that all teachers make connections between different areas of students' learning, and with applications to everyday life.
- Provide students with more opportunities to develop independent learning skills, including more ambitious research, scientific thinking and mathematical applications.

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

	Primary	Secondary	Post-16
Personal development	Very good	Outstanding	Outstanding

- Across the school, students demonstrate positive and responsible attitudes to their learning and show an ability to work independently. These traits are stronger in the upper phases of the school where students are self-reliant and contribute very positively to leadership roles.
- Students' behaviour is mostly exemplary across the school, although a minority of lower primary students do not always concentrate as well as they should. Overall, students enjoy excellent relationships with staff and demonstrate concern and tolerance of others, including students of determination.
- Students engage in living a safe and healthy lifestyle, and understand what constitutes healthy eating. High levels of attendance and punctuality are evident as students are aware of how this impacts positively on their achievements.

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

- Students across the school have a strong appreciation and understanding of Islamic values and UAE traditions. They are able to provide numerous examples of how the school involves them in Islamic events and celebrations of the UAE.
- Students in all phases lead assemblies and contribute to good quality displays around the school that illustrate tolerance and important values in their lives. Students are able to align their learning to the world outside school and current affairs of the UAE.
- Students are proud of their diverse cultures but are not always as consistent in linking and drawing connections with other world cultures and civilisations.

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

- Across the school, students demonstrate a positive work ethic and are keen to improve. Many are proactively involved and contribute to the wider community in a variety of ways, including through volunteer activities. Students' involvement in such activities is developing.
- Students in the primary and secondary phases are beginning to initiate projects. Primary students are actively involved in improving their school environment by growing plants in their farm. Students in other phases participate in various initiatives including recycling projects.
- Secondary and post-16 students have a deep understanding of environmental issues and the importance of sustainability. Students initiate or take part in schemes that support conservation. They have a clear understanding that economic decisions affect the sustainability of the environment.

For Development:

- Plan age-appropriate projects for primary students to develop their innovation skills.

3. Teaching and assessment

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

- In the lower primary classes, teaching is inconsistent, with variable standards of classroom management and matching of work to students' abilities. Teaching is stronger in the secondary phase. In post-16, teachers do not involve the students enough in assessing and communicating their own learning.
- Where teaching is most effective, work is well matched to the needs and abilities of the students. Also, in these lessons, questioning is skilful and well-targeted. As a result, students are very much involved in their learning, including in self and peer-assessment.
- The school's recent emphasis on monitoring the work of teachers is helping to build greater consistency in the quality of teaching for effective learning. To date, the monitoring has been overly focused on teacher inputs, rather than students' learning outcomes and progress.

	Primary	Secondary	Post-16
Assessment	Good	Good	Good

- The school has aligned its internal assessments with the curriculum expectations in all subjects and phases. Good systems are in place to monitor the progress of different groups of students. Staff use assessment data to guide curriculum planning in most subjects.
- The school collects and analyses a large amount of internal and external assessment information. However, the use of this information to meet the needs of different groups of learners is variable across the subjects and phases. Teachers are in the early stages of using the assessment to personalise learning.
- The school has recently raised the profile of external testing, which has enabled students to focus more on the test requirements and improve their results.

For Development:

- Improve teaching so that there is a better match between activities and the abilities of students.
- Improve the classroom management of students in the lower primary classes.
- Ensure that the school's analysis of assessment information has a more substantial impact on meeting students' learning needs in lessons.

4. Curriculum

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

- The school's curriculum aligns with all the UK national expectations and requirements and also supports the UAE social studies effectively. It is broad, balanced and relevant, especially in the secondary phase, where students have increasingly more curricular choices.
- Students develop their reasoning and critical thinking skills through cross-curricular links. These encompass practical work in science on sustainability, economics and well-being. Younger students also develop their awareness of these topics through learning about living things, food production and profit margins.
- The curriculum is reviewed annually to address any deficits. The overview monitored by subject leaders ensures that coverage for each subject is secure. Students' talents, interests and aspirations are all taken into account and are leading to the development of skills in innovation and entrepreneurship.

	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good

- The provision for students of determination supports them well because it is carefully linked to their individual education plans (IEPs) and is reflected in the teachers' understanding of their needs. These adaptations of the curriculum are working well for most students.
- Within the curriculum there are several opportunities for students to experience enrichment and enhancement activities. Some promote enterprise, for example older students worked with the regional press to develop supply chain management.
- The UAE social studies programme is having a significant impact on helping students to develop a deep and meaningful understanding of values and culture. The curriculum is being enhanced by a range of experiences that reflect the history and life in the region.

For Development:

- Enhance the curriculum in the lower primary phase to meet the needs of students more effectively as they are settling into school.

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

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

- Child protection and safeguarding arrangements are defined clearly in a policy that is well-understood by students, staff and parents. The school has very effective arrangements to protect students' safety and their well-being.
- Staff are fully aware of their responsibilities in promoting health and safety in the school. Thorough measures are in place to monitor student protection, including very efficient arrangements for school transportation and efficient procedures in the clinic.
- School maintenance issues are identified and rectified systematically. All areas are well lit and accessible for students with a physical disability. Students feel very safe in the school. Leaders have addressed last year's recommendations relating to this aspect of the school's provision.

	Primary	Secondary	Post-16
Care and support	Good	Good	Good

- The school's value-based learning environment of compassion, integrity, mutual respect and tolerance is reflected in high quality staff-student relationships. Effective behaviour management systems operate through the school's code of conduct, which forms the basis of its disciplinary policy.
- The identification of students of determination is systematic and thorough. Support for identified students is provided through a developing system of individualised planning across subjects. While students who are gifted and talented are identified, there is inconsistent challenge to cater for their needs.
- The Students' Support Service effectively leads, monitors and supports the all-round well-being and personal development of students. The school provides effective guidance on subject selections, career choices and pathways to further education.

For Development:

- Maintain the focus on identifying barriers to students' learning and ensure that the new system of individualised planning, reduces concerns and maximises student progress.
- Enhance teachers' knowledge and skills so that there is greater consistency in the challenge and enrichment for all students, particularly those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has a carefully devised inclusion strategy document for 2019-2020. Although in its early stages of implementation, the strategy is a more robust system of review, implementation, monitoring and evaluation, and is improving provision for students of determination.
- The Student Support Service uses a range of assessment tools to identify students of determination accurately. This is ensuring that specialist provision, teaching and support is beginning to lower barriers to learning and provide stronger student engagement and progress over time.
- The school keeps all parents well informed of their children's progress formally and informally. The information shared is thorough and covers aspects of the curriculum, subject achievement, updates on individual targets and students' social emotional and personal development needs.
- Support for identified students is provided through a whole school system of individualised planning across subject areas. The expansion of this process aims to include all teachers across all subjects and ensure consistency in differentiation to meet students' needs
- The design of students' IEPs requires the class and subject teachers to be alerted to appropriate target setting and to be skilful in ensuring that the needs of all students are met.

For Development:

- Monitor and evaluate the individualised education planning process across subjects to evaluate the impact on students' learning and progress.

6. Leadership and management

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

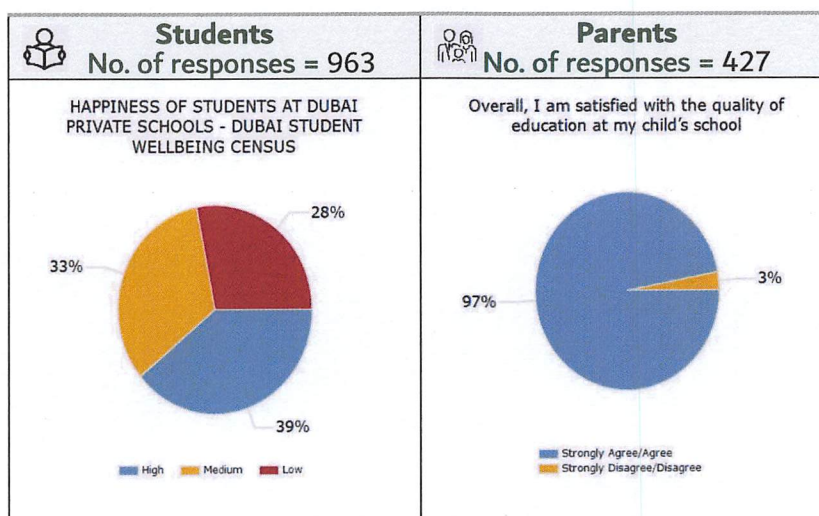
- The school actively promotes UAE values such as tolerance and inclusion. The principal has successfully delegated leadership within a very supportive school environment. Leaders understand the external examination requirements and are developing their capacities to promote higher-order learning skills. While they have identified appropriate school priorities, they are not sufficiently proactive. This is limiting their strategic ability to drive forward school improvements, including raising students' achievement, particularly at post-16.
- The school gathers a range of information, including assessment and progress data, to guide planning. The recently introduced tracking system is in its early stages of implementation in supporting leaders to improve students' achievement further. School development priorities lack measurable targets and analyses lack consistency. Teacher evaluations focus more on professional development needs than supporting improvements in outcomes for students. Uneven progress has been made in meeting the recommendations of the last inspection.
- Leaders encourage effective and productive partnerships with parents and the wider community. Parents value teachers' knowledge of their children's individual strengths with helpful advice on supporting home learning. Parents appreciate the detailed progress reports and targets for their children. School leaders' openness, approachability and responsiveness ensure prompt attention to parental concerns. Parents are active contributors to students' community service, in areas such as, the 'Simply Bottles' recycling, and sports coaching for people of determination.
- Governors are very proactive, particularly in engaging with parents. They know the school well and regularly monitor its work. They have supported improvements in health and safety and the systems of teacher evaluation and professional development. They also support the recent introduction of an enhanced students monitoring and tracking system. Although governors receive regular information on student achievement this has not led to a strategy for ensuring that leaders are improving students' attainment and progress.
- The school is appropriately staffed to align with its vision and mission. Important elements of management are efficient and effective. Staff access regular professional development, often matched to the school's priorities. The school is well maintained and has a range of resources, relevant to teachers' and students' needs and curriculum requirements. However, student personal reading resources in the upper school library are insufficient to promote and challenge wider reading for students.

For Development:

- Ensure that all leaders are proactive in driving forward school improvements by evaluating more rigorously the impact of school plans on students' attainment and progress.
- Use assessment information to modify the lower primary curriculum and address identified weaknesses in teaching and learning.
- Governors should hold school leaders more accountable for school improvement and provide additional resources for the upper school library.

Views of parents and 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	Most students indicated that they were happy and optimistic about life but only a majority considered that they were able to persevere with things if they went wrong. Most students have a strong connection with the school, positive relationships with staff and are encouraged to become involved in school life. Almost all felt that there was an adult in the school whom they could go to if they had any worries.
 Parents	Almost all parents are satisfied with the school. They believe that teachers listen to them, act upon their views and that their children are happy and safe in school. A few parents indicated that they would like more opportunity to meet with teachers. A similar number believe that there should be less homework and more extra-curricular activities. The views concur with those of the inspection team.



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

