

# INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

ST. MARY CATHOLIC HIGH SCHOOL - DUBAI  
UK



**GOOD**

ST. MARY CATHOLIC HIGH SCHOOL - DUBAI  
UK

Inspection Dates  
November 21 - November 25, 2022

Principal  
Paul Asir Joseph

LEARN MORE ABOUT  
THE SCHOOL

LEARN MORE ABOUT  
THE SCHOOL FEES

1973  
Students



0  
Emirati Students



50  
Students of  
Determination



141  
Teachers



8  
Teaching  
Assistants



4  
Guidance  
Counsellors



## OVERALL SCHOOL PERFORMANCE

**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

**WEAK**

Quality of performance is below the expectation of the UAE

**VERY WEAK**

Quality of performance is significantly below the expectation of the UAE

**GOOD**

## WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

### BEST FEATURES OF THE SCHOOL

- The school community, which is safe, caring, and happy
- Students with highly developed personal and social skills and an awareness of Islamic values
- High levels of attainment in the upper primary phase, English in post-16 and in mathematics in the secondary phase
- Leaders' very good relationships with parents

### POINTS TO IMPROVE

- Increase teachers' understanding of how to make effective use of assessment information when planning lessons
- Improve the reliability of leaders' monitoring of standards of teaching
- Improve the accuracy of school self-evaluation
- Ensure that governors are fully informed about the strengths and weaknesses of the school and monitor standards effectively
- Ensure that governors secure appropriately qualified and trained staff and adequate resources for all classes, particularly in the primary phase

## WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL

An experienced and knowledgeable leadership team pursues a vision for wellbeing and recognises the importance of empowering the school community to create a sense of shared responsibility. Parents and students comment on the family nature of the school environment, they feel a sense of belonging and community. The school prides itself on truly knowing every child and using this knowledge to build positive relationships. The school does not currently have adequate systems in place to support the identification and reduction of barriers to wellbeing.

## HEALTH, SAFETY AND SUPPORT

### HEALTH AND SAFETY

Primary **VERY GOOD**

Secondary **VERY GOOD**

Post-16 **VERY GOOD**

### SUPPORT AND GUIDANCE

Primary **GOOD**

Secondary **GOOD**

Post-16 **GOOD**

## PROGRESS IN KEY SUBJECTS AND INCLUSION

Progress is strong in English in Post-16 and is of good quality in all of the key subjects in all of the phases, with the exception of Arabic as the first language in secondary, where it is of acceptable quality. The school is committed to being an inclusive school. Both their inclusion policy and their admission policy welcome students of determination into the school. Teachers need to plan more effectively their teaching to meet the individual needs of students.

### ENGLISH

Primary **GOOD**

Secondary **GOOD**

Post-16 **VERY GOOD**

### MATHS

Primary **ACCEPTABLE**

Secondary **VERY GOOD**

Post-16 **GOOD**

### SCIENCE

Primary **GOOD**

Secondary **GOOD**

Post-16 **GOOD**

### ARABIC AS FIRST LANGUAGE

Primary **GOOD**

Secondary **ACCEPTABLE**

Post-16 **NOT APPLICABLE**

### ARABIC AS SECOND LANGUAGE

Primary **GOOD**

Secondary **GOOD**

Post-16 **NOT APPLICABLE**

### ISLAMIC

Primary **GOOD**

Secondary **GOOD**

Post-16 **GOOD**

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

## LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The principal and senior leaders promote a clear vision for the school. Self-evaluation is underdeveloped and does not adequately support school improvement planning. There has been limited progress in addressing the recommendations from the previous inspection report. Parents are highly supportive of the school. The Governing Board needs to engage more and hold senior leaders accountable for the quality of the school's performance.

Teachers mostly plan interesting, challenging lessons. It is at least good across the school and frequently very good in the post-16 phase. Not all lessons are planned to meet the full range of student ability or take into account how students of different ages learn. Secondary and post-16 students have more opportunity to collaborate and share ideas.

### EFFECTIVENESS OF LEADERSHIP

**GOOD**

### TEACHING FOR EFFECTIVE LEARNING

Primary **GOOD**

Secondary **GOOD**

Post-16 **VERY GOOD**

### LEARNING SKILLS

Primary **GOOD**

Secondary **GOOD**

Post-16 **VERY GOOD**

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