



المعرفة
Knowledge



ST. MARY'S CATHOLIC HIGH SCHOOL - DUBAI

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

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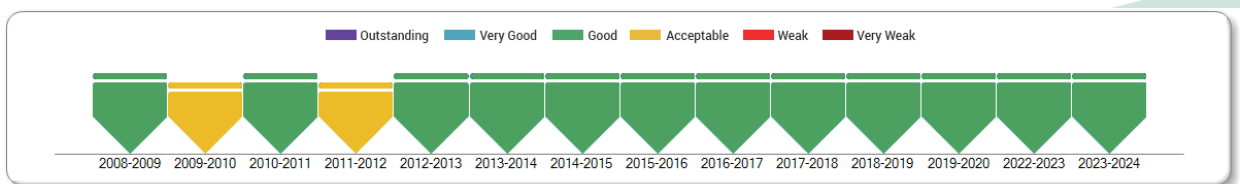
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 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
	 Inspection dates	20 to 24 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	5 to 18
	 Grades or year groups	Year 1 to Year 13
	 Number of students on roll	1996
	 Number of Emirati students	0
	 Number of students of determination	54
 Largest nationality group of students	Indian	
 <p>TEACHERS</p>	 Number of teachers	145
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	8
	 Number of guidance counsellors	4
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	IGCSE/GCSE/A Levels
	 Accreditation	NA

School Journey for ST. MARY'S CATHOLIC HIGH SCHOOL - DUBAI



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- School leaders and teachers have maintained students' performances across the core subjects. Notably, their attainment in English has improved to a very good level in Primary and Secondary. Students' progress in Arabic, as a first language has improved to good. In science students' attainment in the Primary has decreased. Students' learning skills are at least good across the school.
- Positive relationships are evident throughout the school, supported by a clear set of values which are prominently displayed and which the students are proud of. Students are valued and listened to. Students in Post-16 have developed sufficient independence and resilience to learn effectively on their own. Systems for the monitoring students' attendance are less than rigorous. Consequently, their attendance levels remain low.

Provision For learners

- Most teaching captures the attention and interest of students. Teachers frequently plan purposeful and well-sequenced lessons, with activities which usually engage students. Teachers have benefitted from additional resources and professional development training, especially in science and reading. In Post-16 the quality of teaching is particularly strong. Lower Primary school teaching in some subjects is of inconsistent quality.
- Curriculum developments have enabled most students to acquire and use good phonic skills and develop fluency in reading and in writing. In the Secondary years a reasonable range of subjects enables students to follow their academic and personal interests. Limited vocational provision in the Post-16 phase limits the choices of some students.
- Parents know that their children are well cared for at the school. Health and safety procedures are strong and regular checks help to ensure that students are safe. Leaders place a key emphasis on the support and guidance they give to students, and as a result, this aspect of the school's work is strong.

Leadership and management

- The school's leaders listen to the staff and involve them in decision making. As a result, members of the staff share responsibility for further improvement. Regular meetings help to keep the staff up to date with developments. Working together, school leaders and teachers have maintained students' performances across the core subjects. Leaders' monitoring and evaluation of teaching and learning has yet to result in improvements in the Primary years.

Highlights of the school:

- Students' attainment in English across the school and the emphasis on developing strong reading skills in English and Arabic
- The very positive attitudes, behaviour and relationships across the school
- The very positive partnerships between the school, parents and the community
- Students' achievements in mathematics in the Secondary phase
- The attention to detail given to health and safety procedures

Key recommendations








- Raise students' achievements so that they are at least good in all phases, especially in Arabic and mathematics in the Primary phase.
- Ensure that teachers use assessment information consistently to match learning tasks to the needs of all students.
- Work with parents to improve students' rate of attendance to good or better.
- Ensure that senior leaders provide the governing body with high quality information based on accurate self-evaluation to inform strategic planning and decision making.
- Ensure that the curriculum meets the National Curriculum for England (NCFE) requirements and does not limit provision for different groups of students.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievements

		Primary	Secondary	Post-16
 Islamic Education	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Arabic as a First Language	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good	Good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good ↑	Very good ↑	Very good
	Progress	Good	Good	Good ↓
 Mathematics	Attainment	Acceptable	Very good	Good
	Progress	Acceptable	Very good	Good
 Science	Attainment	Good ↓	Good	Good
	Progress	Good	Good	Good

	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Very good
Assessment	Acceptable	Good	Good

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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Not applicable.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- The school exceeded its target for PIRLS (Progress in International Reading Literacy Study) in 2021 by 47 points from an average score of 643. This is an increase of 57 points from 2016. Students sustained outstanding attainment in the GL benchmark assessments over two years in English and science and very good attainment in mathematics. Progression in the International Benchmark Tests (IBT) is stronger in Arabic for first language learners than for those learning Arabic, as an additional language.

C. Leadership: International and Emirati Achievement	Good
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- Leaders analyse data from all internal and external assessments including PIRLS, GL, IBT and CAT4 to identify gaps in learning and adapt the curriculum accordingly. Their action plan has a clear focus on improving students' reading skills through a range of initiatives. The plan, however, lacks measures of the effects of these initiatives on students' reading literacy.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

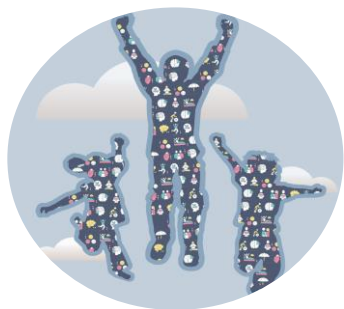
- The school introduced the NGRT (National Group Reading Tests) this year. Assessment data indicate that most students' skills are in line with the NGRT expectations and a majority exceed them. The school has robust systems to track students' progress and identify any gaps in the skills of individual students, classes or groups. It adjusts the curriculum accordingly. The school promotes reading literacy across all subjects. Reading corners have been set up in classrooms for students in Years 1 to 4 and Years 10 and 11. Teachers schedule time before school, at break times or within lessons for students to read.

Overall, the school's achievement of standards in the National Agenda Parameter is good.

For Development:

- Improve the IBT outcomes in Arabic, especially Arabic as an additional language, to close the gap with other subjects.
- Ensure that the National Agenda Action Plan has measurable targets for reading literacy and monitor students' progress closely.

Wellbeing



The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- The governing board, principal and senior leaders are dedicated to a wellbeing vision. They understand the importance of its development and have built a secure culture of wellbeing. Evidence from observations and talking with students and teachers indicates the ways in which wellbeing permeates all aspects of the life of the school. Data are scrutinised from student surveys and provide leaders with better understanding of the students. A detailed action plan is in place to enhance provision. Active wellbeing student leaders and prefects are alert to the importance of happiness and health within the community
- The wellbeing staff forms a strong, approachable team that listens and is available to assist the school community with academic, social, emotional and career support. The staff secures important referrals. New teachers have a broad induction programme. Teachers and the support staff receive regular professional development. They are informed and welcomed. Planned activities and leaders' commitment to the welfare of all staff members are well-received
- Wellbeing is skilfully integrated into the social and emotional curriculum and school life. Teaching teams nurture and support positive classroom climates, where wellbeing is featured. Students have opportunities to build confidence, compete, collaborate, work independently and achieve personal success. Students are safe and are positive about their school. Students report that there are too few additional opportunities for them to excel. Positive relationships between students, their peers and all staff members permeate classrooms and the wider school.

For Development:

- Ensure that all teachers foster environments where students enjoy the high levels of engagement, resilience and achievement.
- Improve staff surveys so that that the voices of all members inform further initiatives for their wellbeing.

UAE social studies and Moral Education

- The UAE social studies and moral education programmes are taught as integrated subjects for students in Years 2 to 13, using the Ministry of Education's Moral, Social and Cultural Studies (MSCS) framework. The medium of instruction is English. Students attend two social studies and moral education lessons in Years 2 to 10 and one moral education lesson in Years 11 to 13.
- Teachers deliver purposeful lessons. Celebration days, values assemblies and community engagement enhance students' understanding of UAE's heritage and culture. Teacher and student interactions stimulate discussions on history, sociology, moral education and the UAE's culture. Clear assessment processes ensure that students achievements are properly evaluated.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Student's achievements are above the curriculum expectations. Students' memorisation and recitation skills of the Holy Qur'an and their knowledge of Islamic concepts have improved. Secondary students have secure knowledge of the Seerah and Islamic laws and apply them to their lives.
- Students demonstrate good understanding of the Hadeeth and Islamic etiquettes. They are making strong progress in their knowledge of Islamic morals and values through discussions, especially in the Secondary years. Non-Arabic students are achieving greater levels of understanding due to more effective teaching.
- Students steadily improve their ability to support their opinions by evidence from the Holy Qur'an and Hadith, particularly in the Post-16 phase. Applying the rules of Tajweed is a less secure skill, especially in the upper Primary years.

For Development:

- Ensure that quality of teaching is consistent across strands and phases, so that students make better progress.

ARABIC AS A FIRST LANGUAGE

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

- Internal assessments suggest that students are attaining above the curriculum expectations across the school. This is not supported by students' work, which indicates that their achievements in the Secondary and Post-16 phases are in line with expectations. Opportunities to read and debate are contributing to improved progress in the Secondary phase.
- Students are active listeners and most read independently. They can analyse a text or poetry in depth. In the higher phases, students conduct debates and present their views clearly. Writing at length with accuracy is the least developed language skill across the school.
- Teachers' professional development and guided reading activities are helping to improve students' reading and speaking skills. Occasionally, the work given to students lacks challenge. This, along with weak writing skills limits the progress students make.

For Development:

- Ensure that learning tasks are appropriately challenging in all four language skills.
- Improve students' writing skills across the school.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessment data show that all students are attaining above the curriculum expectations, but this is not supported by their work in lessons and samples of their writing. A majority of students are making better progress in some aspects of learning Arabic.
- In lessons students are developing good listening skills. They read and acquire a range of new vocabulary. Students respond to questions using short sentences and are beginning to improve their knowledge of the rules of grammar. However, their speaking skills and independent writing are not yet secure.

- The department has introduced a guided reading programme. Teachers are beginning to use more resources in the Primary years to support learning. However, students' language skills require further improvement, due mainly to the limited opportunities for them to speak.

For Development:

- Provide students with more opportunities to initiate and maintain dialogue in Arabic in lessons.
- Increase the opportunities for students to write independently about issues that meet their interests.

ENGLISH

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

- A large majority of students consistently excel on international benchmark tests and external examinations. Students' exhibit substantial progress in reading as well as other literacy skills. As they mature their writing demonstrates cohesion and the use of sophisticated syntax and vocabulary.
- From the upper Primary years to the Post-16 phase, students experience strong growth in their critical reading skills. Most can articulate their thoughts confidently. Lower Primary and lower-attaining students sometimes lack confidence when speaking, due to fewer opportunities to engage in productive discussions.
- Reading interventions, targeted phonics sessions and a focus on specific skills have enhanced students' decoding of words, interpretation and analyses of texts. A minority of low attaining students exhibit knowledge gaps in their spelling and punctuation when writing.

For Development:

- Provide more opportunities for lower Primary students to engage in productive discussions and to rehearse their responses orally before writing them.
- Support low attaining students when discussing ideas about their reading and with their spelling and punctuation.

MATHEMATICS

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

- Students in the Primary and Secondary phases achieve highly in benchmark tests and on external examinations. Their attainment and progress are stronger in the upper primary years than in the lower years. Internal assessment data and students' work in lessons may differ in the Post-16 phase.
- A large majority of students have secure number skills. Their mental calculation skills vary in the Primary years. Secondary students gain strong knowledge and understanding in geometry and trigonometry and use formulae confidently. The Post-16 students are developing sound understanding of geometry, mechanics and early calculus.
- Leaders have promoted problem solving tasks and these are common features of mathematics lessons. However, the high attaining students need tasks that offer suitable challenge to their reasoning and mathematical thinking skills.

For Development:

- Provide tasks that offer appropriate challenges to all groups of students, including the high attaining ones.
- Allow students to solve complex real-life problems.

SCIENCE

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

- Students' improved practical skills in the Secondary phase help them to develop good understanding of how science works. These skills prepare them for investigations in examination courses. In the Post-16 phase some students lose focus in the three sciences toward the end of their studies, limiting their academic progress.
- Secondary students increasingly take responsibility for learning when classifying animals and investigating organic compounds. The Post-16 students are able to work independently while

investigating internal resistance and applying their knowledge of oil refining to industry in the UAE.

- Lower primary students involve themselves enthusiastically in science, but a lack of clear teaching strategies in some classes restricts their progress. There are some opportunities to extend challenge to the gifted students, but this is yet to be established across the school.

For Development:

- Provide more opportunities for lower primary students to develop their understanding of science and improve their skills.
- Ensure that there are sufficient academic challenges for Post-16 students so that they improve their achievements in all three sciences.

LEARNING SKILLS

	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good

- Students enjoy learning and show strong commitment to their studies. Collaboration is particularly strong in the upper Primary and Secondary years, with students communicating their thoughts clearly. In the Post-16 phase students engage in productive group work and articulate their ideas maturely.
- Students use technology in home learning and Post-16 use it for presentations. Its use is not widespread in most other lessons. Students enjoy finding things out for themselves and some make meaningful connections with other subjects. Older students are particularly skilled in undertaking extended research to gather information.
- A focus on questioning and investigation has improved students' critical thinking and enquiry skills, especially in English, Islamic Education and science. Critical thinking and problem-solving skills in the lower primary years are insecure, particularly in Arabic and mathematics.

For Development:

- Provide more opportunities for students to use learning technologies in lessons.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Primary	Secondary	Post-16
Personal development	Good ↓	Very good ↓	Outstanding

- Students have very strong personal responsibility and show independence of mind. Their positive attitudes toward school result in excellent behaviour, especially in the Secondary and Post-16 phases. Older students are self-disciplined. They respond well to each other and their teachers and resolve difficulties in mature ways.
- Students in all phases follow safe and healthy lifestyles. They show responsibility by explaining the reasons for and encouraging others to make healthy eating choices and taking regular exercise.
- Students almost always arrive at school and to classes on time. However, students' attendance is not rigorously monitored or analysed. As a result, their attendance rates remain low.

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

- Students in the Secondary and Post-16 phases have secure understanding of Islamic values and awareness of Emirati culture and life in the UAE. They put into practice some of these values, such as tolerance and giving, on a regular basis. Such understanding is less secure among students in the Primary years.
- Students are very knowledgeable and respectful of Emirati culture. Most have good awareness of the features of Dubai. Older students can discuss the history, heritage and customs of the UAE.
- Students demonstrate deep awareness and appreciation of their own culture, which they compare with that of the UAE. Across the school students are interested in learning about other cultures. For example, by participating in the Model United Nations and by interacting with students of other nationalities.

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

- In the two upper phases students participate willingly in activities that have positive effects on the school and the wider community. As volunteers, students purposefully and frequently initiate activities. Their social contributions are having positive effects on the wider community.
- Students in all phases share an excellent work ethic. They display confidence when initiating creative and practical ideas and activities. Students' consider that they have strong voices and

are listened to by their teachers. Through well-planned projects and enterprising activities, students acquire key skills to innovate and be creative.

- Students are well aware of environmental issues, including sustainability. They participate in initiatives such as 'Simply Bottles', when bottles are collected and sent to a company for recycling as clothing.

For Development:

- Improve students' attendance rates by requiring parents to value the link between regular attendance and success at school.
- Enhance Primary students' appreciation of the role and values of Islam in the UAE's society.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate secure subject knowledge. They plan purposeful and well-sequenced lessons, with activities which engage students. In the Post-16 phase teaching is particularly strong. Teaching in the lower Primary phase lessons is of inconsistent quality across the different subjects.
- Additional resources and professional development training have improved teaching in science and English. Teachers now provide appropriate support and challenge for students in lessons, although some inconsistencies remain in Arabic and mathematics.
- Teachers' questions successfully check students' prior learning and extends their understanding. Teachers' interactions often lead to discussions and dialogue, especially in the upper Primary, Secondary and Post-16 years.

	Primary	Secondary	Post-16
Assessment	Acceptable	Good	Good

- The school has robust systems to collect assessment information and benchmark learning against external and international standards. Assessment procedures are strongest in English, in the Secondary and Post-16 phases. Assessment procedures for students of determination provide accurate accounts of their achievements.
- The use of data to plan tasks that match the needs of different students is secure in English but varies in other subjects and in the Primary years. Teachers' written work in students' books often helps them to know how to improve their work.
- The school has introduced 'Learning Ladders' to monitor students' achievements and improve the school's knowledge of gaps in learning at the individual, class and group levels. Self and peer assessments are used most consistently in Arabic and English.

For Development:

- Ensure that teachers use assessment information to plan tasks that offer suitable challenges to all groups of students, especially in the Primary years.
- Ensure that written comments for students enable them to know exactly how to improve their work.

04 CURRICULUM

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

- The curriculum has a clear rationale, is broadly balanced in the core subjects and is relevant to the students' needs across subjects. However, there is limited curricular provision in the Secondary years, which limits the choices of a few students.
- There is good progression of the curriculum through year groups, allowing students to build on previous knowledge, particularly in the core subjects. Secondary students have planned activities to prepare for life beyond school, for instance, through university fairs and financial planning opportunities.
- The curriculum is reviewed on a regular basis. As a result, there have been improvements in developing students' listening, speaking and writing skills in the Primary years. In science, practical activities have been introduced to lower Primary students to improve their investigative skills.

	Primary	Secondary	Post-16
Curriculum adaptation	Good ↑	Good	Good

- The curriculum is suitably modified to meet the needs of the majority of students in most subjects. The needs of some groups of students, including students of determination, are addressed in many lessons.
- A good range of extra-curricular activities are available to students. These include drama, public speaking and a variety of after school sporting activities. Secondary school students are given financial literacy training and appropriate careers advice. Links with the Emirati culture and the UAE's heritage are in place.
- The school has improved the range and quality of resources in the Primary phase, particularly in English, mathematics and science. These improvements have been successfully integrated into teaching to enhance students' engagement and thus their learning.

For Development:

- Provide a wider choice of learning pathways for students to address the needs of different students, including students of determination.
- Provide more opportunities for students to experience Emirati culture and improve their understanding and appreciation of the heritage of the UAE.

05 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 written policies and well understood by all stakeholders. The school has strong arrangements to protect students from all forms of verbal and physical abuse. Staff members deal sensitively and effectively with students' needs and concerns.
- The school provides a very safe, hygienic and secure environment for students and the staff. Supervision of students is effective and involves Student Prefects from Year 6 to enhance monitoring. The walkways between buildings require further improvement.
- The school's clinic offers very good advice to students and their parents about healthy food. A regular programme for physical education and sport promotes healthy living by students.

	Primary	Secondary	Post-16
Care and support	Good	Good	Good

- Teachers know their students well and have built very positive relationships based on mutual trust, respect and responsibility. Students' behaviour is managed very effectively. The school's approach to promoting good attendance and punctuality is less than rigorous. Overall attendance rates remain low.
- The procedures to identify the educational and personal needs of students of determination have improved. Subsequent targets for improvement are generally accurate, with successive modifications and support suited to the needs of most students.
- The identification of students with gifts and talents has resulted in a comprehensive register, but there are not enough opportunities for them to excel. Highly committed staff members, including counsellors and a careers counsellor, provide informed personalised advice and guidance.

For Development:

- Improve the arrangements for pedestrians walking from the church to the school to ensure everyone's safety.
- Ensure that there is a rigorous system to monitor and promote students' attendance.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- There is a clear vision to promote an inclusive ethos in the school. The premises and resources are sufficient to address the needs of students of determination. Leaders and training are focused on ensuring that all students receive appropriate support to achieve highly, both academically and personally.
- The identification and intervention procedures are established but may lack rigour. Teachers' knowledge of barriers to learning for most students is helping to inform adjustments to lessons. Students whose needs are most significant are provided with individual education plans (IEPs). Their targets for improvement are usually precise.
- Parents report that open channels of communication are established through individualised reports and opportunities to consult teachers regularly. Most parents reflect upon the high-quality support provided for them and their children. Consequently, they are knowledgeable about how to help their children at home.
- Classroom cultures are supportive, engaging and enabling students to build skills which promote their wellbeing and achievement. Well trained support staff and teachers ensure the delivery of effective programmes, including early reading interventions.
- Systems for monitoring students' IEPs and assessments of their learning provide data about students' achievements. There are many examples of students of determination achieving work placements at the end of Year 11 and university placements after Year 13.

For Development:

- Ensure that staff training for individualised curriculum experiences is monitored for its effects.
- Tailor the academic and social targets for all students so their progress can be measured accurately.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders promote the school's vision and values well. There are strong commitments to the UAE National Agenda and inclusion. Relationships between senior leaders and teachers are professional and effective. Regular meetings keep teachers current with developments and are a vehicle for accountability. Working together, school leaders have sustained good levels of school performance, with some aspects at acceptable levels. Leaders' monitoring and evaluation of teaching and learning have yet to result in improvements in the Primary years.
- There is a regular monitoring of teachers' performances; many leaders are able to evaluate accurately the effects of teaching on student's progress. School improvement plans focus on the right issues, but actions plans are too general. Some plans lack timescales or measurable targets. There is a rigorous approach to managing and analysing the data from tests. However, the information gained should be used to identify what needs to be improved.
- Parents say they feel very welcome at the school and if they have concerns, the school promptly addresses them. Two-way communication is strong. Using a variety of methods, the staff ensure that parents are kept informed daily of their children's work and school events. The school seeks parents' opinions regularly. As a result, parents report that their opinions are taken into consideration. Parents appreciate the regular reports they receive about their children's achievements.
- The governing body has focused effectively on the wellbeing of students and the staff. Governors are supportive of the school and are committed to its improvement. However, they lack sufficiently accurate information to gauge the pace of school improvements. Therefore, they are unable to hold leaders to account for the progress of students. Board members conduct independent visits to scrutinise aspects of the school's work, often focused on the areas that need to improve.
- The daily work of the school, routines and procedures are systematic and implemented effectively. The school runs smoothly. Displays around the school help to create a positive

learning environment. The premises and facilities provide a clean and well-organised place for learning. A large majority of staff members have appropriate qualifications. Most staff members are committed, loyal and hardworking. A few misunderstand their roles, due to a lack of direction.

For Development:

- Improve the accuracy of self-evaluations based on internal and external data.
- Link improvement plans to timescales and students' outcomes.
- Ensure that governors inform themselves fully about the strengths and weaknesses of the school, monitor the leaders' actions regularly and hold them accountable for the results.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the 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