



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of St Joseph's School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	28 Shaban, 1439h	to	2 Ramadan, 1439h
		from	14-May-18	to	17-May-18
	School name			St Joseph’s School	
	School ID			115	
	School address			Al Mushrif, Abu Dhabi, UAE	
	School telephone			+ 971 (0)2 446 3646	
	School official email			stjosephs.pvt@adec.ac.ae	
	School website			www.stjosephsschool.ae	
	School curriculum			Indian	
	School phases			Primary to High	
	Fee range and category			AED5,800 – 10,000 Very Low.	
	Number of lessons observed			119	
	Number of joint lessons observed			5	
Staff Information	Total number of teachers			77	
	Turnover rate			0%	
	Number of teaching assistants			2	
	Teacher- student ratio			1:14	
Student Information	Total number of students			1116	
	% of Emirati Students			0 %	
	% of Largest nationality groups			1. India 100%	
				2. N/A%	
				3. N/A%	
	% of SEN students			1%	
	% of students per phase			KG: NA	
				Middle: 38%	
				Primary: 42%	
			High: 20%		
Gender			Grades 2-6 Boys and Girls Grades 7-12 Girls		



The Performance of the School

Performance Standard 1 Students' Achievement Good	Performance Standard 2 Students' personal and social development, and their innovation skills Very Good
Performance Standard 3 Teaching and Assessment Good	Performance Standard 4 Curriculum Very Good
Performance Standard 5 The protection, care, guidance and support of students Very Good	Performance Standard 6 Leadership and management Good

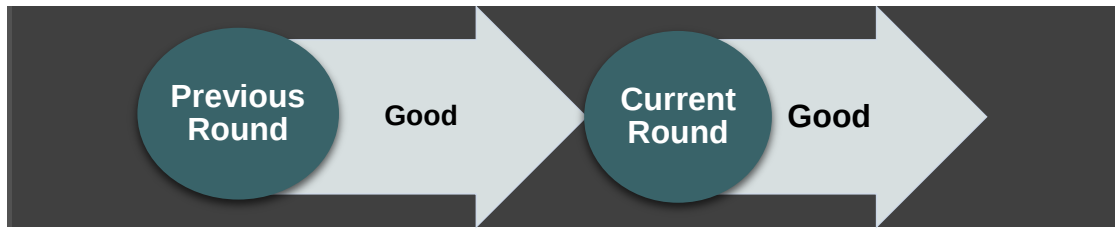


Evaluation of the school's overall performance

- The overall performance of the school is good. The school has a very low turnover of teachers. No students were enrolled into Grade 1 this year in preparation for major redevelopment work due this summer. Arabic is taught as a second language (SL).
- Achievement is good overall. Students in the high phase achieve very well in Islamic education, English, mathematics and science. Achievement is good in all other subjects apart from Arabic (SL) where it is acceptable. Learning skills are good.
- Students' personal development is very good. Attitudes to learning, behaviour and personal and social development are outstanding. Understanding of Islamic values and awareness of Emirati culture and heritage are very good. Attendance is very good.
- Teaching and assessment are good overall. Teachers deliver purposeful lessons which interest students. School data analysis systems are generally strong. Teachers do not always provide students with enough opportunities to develop their enterprise and innovation skills, or challenge more able students sufficiently.
- The curriculum is very good overall. Effective planning at whole-school and subject level ensures smooth continuity and progression in learning. Well-planned links enable students to transfer learning between subjects.
- The overall quality of protection, care, guidance and support is very good. Arrangements to ensure health, safety, security, and high attendance are very effective. Identification and support of students with special educational needs (SEN) and those who are gifted and talented (G&T) is good overall. Most students receive highly effective guidance and support.
- The overall quality of school leadership and management is good. The principal sets a very clear, strategic direction for the school. Self-evaluation and improvement planning processes are systematic and thoughtful. Partnerships and governance are very strong.



Progress made since last inspection and capacity to improve



- The school has made good progress in most of the areas for improvement identified in the previous inspection. School leaders have ensured that achievement is now good overall in the primary and middle phases and very good in the high phase. Achievement is very good in Islamic education, English and science. Progress has improved in most subjects. Aspects of students' personal development are now outstanding.
- Teachers have benefited from effective professional development on teaching and learning strategies and now to use questioning more consistently and effectively to develop students' learning skills. They provide students with good opportunities for extended writing in most subjects. Students now use information and communication technology (ICT) well in lessons to present their work.
- Planning for physical education (PE) and the Hindi curriculum has been improved to provide students with more stimulating learning experiences. Planning of cross-curricular links is now implemented more systematically throughout the school. Curriculum planning overall has improved and is now very good.
- Leaders have developed aspects of the school and maintained good levels of performance. Overall, their capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

1. The achievements of the students in English, the sciences, Islamic education and UAE social studies.
2. The relationships at all levels, the students' personal and social development and their attitudes to learning.
3. Students' appreciation and understanding of the heritage and culture of the UAE and Islamic values.
4. The protection, care, guidance and support of students.
5. The leadership of the principal and the senior team.

Key areas for improvement

1. Further raise achievement in all subjects, and particularly in Arabic as a second language (SL) and primary phase by:
 - i. ensuring teachers in all subjects improve their use of assessment data in plan to consistently meet the needs of different groups of students, especially the more able and G&T students
 - ii. improving teaching in Arabic (SL) through more rigorous monitoring and evaluation of teaching and learning, and the sharing of good practice from other departments
 - iii. increasing the rigour of curriculum review in Arabic (SL) to improve provision
 - iv. ensuring good practice in teaching in middle and high phases is shared further with primary phase teachers
 - v. developing additional opportunities across the curriculum to challenge more able and G&T students.
2. Improve students' enterprise, creativity and innovation skills by:
 - i. providing additional opportunities across the curriculum to develop these skills
 - ii. ensuring teachers' planning consistently challenges students to make full use of opportunities for independent learning
 - iii. broadening the range of resources in classrooms, including new technology, so that students have extended opportunities to research using a variety of sources.



Provision for Reading

- The library and reading room are suitably resourced. There is an acceptable range of books in Arabic and in English to encourage reading for pleasure and for gaining information.
- The mobile libraries and well-equipped class libraries encourage the younger students to read.
- The timetabled library period provides a structure for students to extend and improve their reading skills. Students respond very positively to end-of-book quizzes and challenges.
- There is no annual plan for promoting reading. Books are purchased regularly as required.
- The publication of the school newsletter in English, with sections for Arabic and Hindi, encourages students to read in all three languages.
- Reading for research is well-developed for older students, particularly in the higher grades. There are no computers for students to use in independent research in the library.
- Teachers in all subject areas take responsibility for promoting English reading through lessons. Effective support is available for the very few students who require additional help with reading.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment		Very Good	Very Good	Very Good
	Progress		Very Good	Very Good	Very Good
Arabic (as a First Language)	Attainment		N/A	N/A	N/A
	Progress		N/A	N/A	N/A
Arabic (as an Additional Language)	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
Social Studies	Attainment		Good	Very Good	N/A
	Progress		Good	Very Good	N/A
English	Attainment		Good	Very Good	Very Good
	Progress		Good	Very Good	Very Good
Mathematics	Attainment		Acceptable	Good	Very Good
	Progress		Acceptable	Good	Very Good
Science	Attainment		Very Good	Very Good	Very Good
	Progress		Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Learning Skills			Good	Good	Very Good



Overall achievement

- The overall quality of students' achievement is good overall. It is very good overall in Islamic education, English, science, middle phase social studies and high phase mathematics. Achievement in Arabic (SL) is acceptable across phases.
- CBSE 2017 data for Grade 10 students show that attainment was outstanding in English, mathematics and science. The 2017 CBSE data for Grade 12 students indicate that attainment was outstanding in English, biology, chemistry and physics, very good in mathematics and business studies, good in accountancy and economics and weak in psychology. Attainment was outstanding in Islamic education and very good in Arabic (SL).
- Internal assessment data for Grade 5 students indicate that attainment is outstanding in most subjects except Arabic (SL) and mathematics, where it is acceptable. Grade 9 attainment is outstanding in Islamic education and acceptable in Arabic (SL). Grade 10 attainment is outstanding in English, mathematics and science. Grade 12 attainment is outstanding in Islamic education and English, very good in Arabic (SL) and acceptable in most other subjects apart from accounting where it is weak. These outcomes are not borne out consistently by inspection observations.
- Students make good progress overall in lessons. This is strongest in middle and high phases. SEN and G&T students make similar progress to their peers from their respective starting points.

Subjects

- Students' achievement in **Islamic education** is very good. The large majority attain above curriculum standards. Students make very good progress in understanding how to apply Islamic values in daily life and in their skills in recitation and reading Qur'an.
- Students' achievement in **Arabic (SL)** is acceptable. Most students' language skills are in line with curriculum expectations. They use Arabic adequately in conversation and in writing. Students read with acceptable fluency, identify main ideas and answer text-related comprehension questions, but they cannot form questions that reveal a higher level of thinking. The reading skills of more able students are good.
- Students' achievement overall in **social studies** is very good in middle phase and good in primary phase. Students make progress which is at least good in developing their understanding of UAE geography, history and leadership.
- Students' achievement in **English** is very good overall. Attainment and progress are good in the primary phase in listening, speaking, reading and writing skills. Achievement is very good in the middle and high phases as students learn to apply grammar rules, punctuate, build their vocabulary and communicate



effectively.

- Students' achievement in **mathematics** is good overall. Their progress in developing understanding of mathematical concepts and skills is acceptable in primary phase and good in middle phase. Students' skills in explaining their mathematical thinking and making connections between different mathematical concepts are very well-developed in high phase.
- Students' achievement in **science** is very good. Attainment and progress are very good across phases. Students make very good progress in acquiring scientific thinking, enquiry and investigative skills in all science subjects.
- Students' achievement in **other subjects** is good overall. The majority of students attain above curriculum expectations. Students across all grades make good progress in developing their skills of conversation and writing in French, physical and team skills in physical education (PE), understanding the concepts of supply and demand in economics, and discussing the impact of decentralisation in business studies. Middle phase students use technology skills well in computer science lessons.

Learning skills

- Students' learning skills are good overall. Most communicate their learning confidently when presenting original research. They discuss their work appropriately in groups and take responsibility for their own learning. Students make clear connections between areas of learning and use their understanding of the world to improve their achievement. The majority use new technologies innovatively to present their work, but their use of a wide range of resources in research is inconsistent across subjects.

Areas of Relative Strength:

- Students' achievement in Islamic education, English, science, middle phase social studies and high phase mathematics.
- Students' confident communication of their learning and linking this to their understanding of the world.

Areas for Improvement:

- Achievement in Arabic (SL).
- Progress in mathematics in the primary phase,



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development		Outstanding	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	Very Good
- Students' personal and social development are very good overall, and their innovation skills are good. Their personal development is outstanding. Students' very positive attitudes to school result in excellent behaviour. They are consistently self-disciplined and respectful of their teachers and each other. - Students report that they feel safe, valued and supported. They have an excellent understanding of, and strong commitment to, following a healthy and safe lifestyle. Their attendance is very good at 96% and they are punctual to school and lessons. - Students' appreciation of the role and values of Islam in the UAE society is excellent. Their respect and appreciation for the heritage and culture of the UAE is very good. They have a very good understanding of their own and other world cultures. - Students are responsible and contribute actively to school life and the local community, for example visiting local hospitals and orphanages. They show a positive work ethic but typically rely on the support of their teachers when making decisions relating to innovation and enterprise. Students care for the school and seek ways to improve its environment. They are active in raising awareness of environmental issues and participate in school conservation schemes and local 'clean-up' campaigns.				



Areas of Relative Strength:

- Students' attitudes to learning, behaviour and relationships.
- Students' approaches to the adoption of healthy lifestyles.
- Attendance and punctuality.
- Appreciation and respect for Islam and the heritage and culture of the UAE.

Areas for Improvement:

- Students' innovation and enterprise skills.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning		Good	Good	Very Good
Assessment		Good	Good	Very Good

- The quality of teaching and assessment is good overall, and very good in the high phase. Most teachers use their secure subject knowledge and understanding of how students learn to consistently plan interesting lessons. Teaching in Arabic (SL) lessons, and of mathematics in the primary phase, is less strong.
- Teachers use resources efficiently to support learning. They build on students' motivation and engage them in learning through thoughtful questioning and dialogue. Clear explanations help students to make good connections with everyday experiences.
- Teachers effectively meet the needs of most students, although in a minority of subjects planning does not sufficiently challenge more able students. Activities promote critical thinking and problem solving, but do not consistently promote the development of students' innovation skills across subjects.
- Internal assessment processes are clear and coherent. The school benchmarks students' achievements effectively against external standards. Teachers use rigorous assessment to track students' progress.
- Most teachers use the results gained from assessments effectively to influence their teaching. They understand students' strengths and weaknesses and review work regularly. Most provide clear feedback, although marking and oral feedback is often too cursory in Arabic. Students regularly assess their own and one another's learning.

Areas of Relative Strength:

- Teachers' planning and subject knowledge in most subjects.
- Use of focused questioning.
- Internal assessment processes and benchmarking.

Areas for Improvement:

- Teaching and assessment in Arabic and primary mathematics.
- Developing innovation skills.
- Challenge for more able students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation		Very Good	Very Good	Very Good
Curriculum adaptation		Good	Good	Good
- Overall, the curriculum is very good. School leaders' implementation of the CBSE curriculum is effective in developing a balance of relevant skills and understanding and promoting progression across phases. It prepares students very well for the next phase in their education. - Older students are offered an appropriate choice of subjects. Links between subjects are strong. The school conducts regular reviews and develops its curriculum to meet the academic and personal development needs of most students. Lack of Arabic-speaking senior leaders limits the effectiveness of curriculum review in Arabic (SL). - The curriculum is modified to meet the needs of almost all groups of students, although more able students are not yet challenged consistently in all subjects. All students have the opportunity to engage in a variety of extra-curricular activities. Opportunities for enterprise and innovation are not yet developed consistently in all subjects. Links with Emirati culture and UAE society are very strong across the curriculum. - Moral education has been introduced successfully as a subject within the timetable and students demonstrate high levels of understanding of concepts such as the importance of media literacy in peace and conflict, child protection, bullying and citizenship.				
Areas of Relative Strength:				
- Curriculum design and implementation. - Links with Emirati culture and UAE society.				
Areas for Improvement:				
- Curriculum review in Arabic (SL). - Opportunities to further challenge the more able. - Opportunities for innovation and enterprise.				



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding		Very Good	Very Good	Very Good
Care and support		Very Good	Very Good	Very Good
- The overall quality of protection, care, guidance and support for students is very good. Staff, students and parents are fully aware of the school's very effective procedures and policies for safeguarding and child protection. - The school provides a very safe, hygienic and secure environment which meets the needs of all. Arrangements for health and safety are well established and followed by all staff and students. Supervision is highly effective. - The school premises are very well maintained, with comprehensive records of incidents and subsequent actions held securely. Very effective promotion of healthy and safe living is built into most aspects of school life. The nurse maintains good communication with parents. Health records are well-maintained, up-to-date and securely stored. - The school behaviour policy is highly effective and staff-student relationships are exemplary. The school successfully promotes very high standards of attendance and punctuality. - Thorough systems identify SEN and G&T students. SEN students are effectively supported in class and in the designated SEN room. Challenge for G&T students in lessons is less effective. - The school provides highly effective personal and academic guidance and support in all phases. Partnerships with universities provide senior students with very effective career counselling.				
Areas of Relative Strength:				
- Care, welfare and safeguarding of students, including child protection. - Relationships between staff and students and behaviour management. - Partnerships with universities and career guidance.				
Areas for Improvement:				
Challenge for G&T students.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Acceptable
• The quality of leadership and management is good overall. The principal sets a very clear, strategic direction and leaders at every level promote a shared vision for the entire school community. Senior leaders are highly committed to UAE national and Emirati priorities and promote an inclusive school ethos very effectively. Relationships and communication are consistently professional and effective. • The school's self-evaluation and improvement planning processes are good overall. The self-evaluation form (SEF) has a generally accurate view of most of the key priorities. The school development plan (SDP) has relevant targets and detailed actions. Senior and middle leaders regularly monitor teaching and identify appropriate areas for improvement in most subjects. Senior leaders' lack of Arabic leads to less effective monitoring of the work in Arabic (SL). • Partnerships between parents and school are very strong. Parents' views are sought and acted upon by school leaders. Parents make a substantial contribution to school life, volunteering to help, for example, in updating the ICT facilities and assisting with careers advice. Community partnerships are strong. • School governors hold leaders to account through well-informed reviews of the school development plan and have a positive impact on bringing about improvement in students' achievement. The views of stakeholders are sought and considered regularly. • The school operates very smoothly on a daily basis. School leaders have overcome limitations presented by the school site through careful planning of lessons. Facilities are due to be upgraded in a major rebuilding programme. Leaders ensure that all resources are equally available to all students, though there is not yet a good range of books and technology resources to support students' research skills. Staff are suitably qualified and benefit from regular professional development.	



- Students are well-prepared for the CBSE international examinations. The school enters students in the Programme for International Student Assessment (PISA) and involves all Grade 3 and Grade 7 students in the 'question a day' initiative in preparation for the Trends in International Mathematics and Science Study (TIMSS) assessments.

Areas of Relative Strength:

- The leadership of the principal and senior team.
- Very successful partnerships with parents and the community.

Areas for Improvement:

- The monitoring and evaluation of teaching and learning in Arabic (SL).
- Books and technology resources to support students' independent research skills.