

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

St. Mary
Catholic High
School Dubai
Al Muhaisnah

Celebrating
10 years of
inspections

ST. MARY CATHOLIC
HIGH SCHOOL DUBAI - AL MUHAISNAH

UK CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities.....	9
Main inspection report.....	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	2015
Website	www.stmarysmuhaisnah.com
Telephone	042614014
Address	22 Street Corner 27 Street, Muhaisnah 4 - Dubai
Principal	Mr. Derrick Duggan
Principal - Date appointed	7/1/2015
Language of instruction	English
Inspection dates	05 to 08 February 2018

Teachers / Support staff

Number of teachers	78
Largest nationality group of teachers	Filipino
Number of teaching assistants	14
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	25%

Students

Gender of students	Boys and girls
Age range	3-12
Grades or year groups	FS1-Year 8
Number of students on roll	1159
Number of children in pre-kindergarten	0
Number of Emirati students	3
Number of students with SEND	22
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	N/A
Accreditation	N/A
National Agenda benchmark tests	IBT/GL

School Journey for St. Mary Catholic High School Dubai - Al

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

St. Mary Catholic High School Dubai - Al Muhaisnah was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders have a clear vision which is translated into appropriate provision for almost all groups of students. Middle leaders are starting to benefit from professional development designed to improve the impact of their leadership. Partnerships with parents are a particular strength. Governors are working hard to secure a better resourced facility, better qualified teachers and many of the improvements to provision recommended during pre-inspection visits.

Students' achievement

Achievement of students in internal assessments, in lessons and over time, is broadly acceptable for almost all groups of students. Achievement in Arabic as an additional language for older students is weak, as is the attainment of primary students in English. The school is addressing the challenge of meeting the needs of some students who are both new to Arabic, whilst at the same time, have a low starting point in English.

Students' personal and social development, and their innovation skills

The personal development of students is a strength and particularly so in Foundation Stage (FS) and for the eldest students. Students' innovation skills, including the creative use of technology, are in early stages of development. They are not sufficiently linked to securing improved outcomes for students in many areas. Students have a basic understanding of Islamic values and the impact of these in society.

Teaching and assessment

Teaching across all phases results in mostly acceptable student progress. Some good teaching is seen across a range of subjects and in all phases, with a significant proportion in the Foundation Stage. Teachers use their secure subject knowledge to plan lessons well. However, most classroom teachers do not effectively use their knowledge of students' prior attainment and meet the needs of different groups.

Curriculum

The curriculum is good in the Foundation Stage and acceptable elsewhere, where there are too few opportunities for embedded, cross-curricular work. Curriculum review is regular and the school is beginning to use the outcomes of benchmarking and other assessments to suitably adapt the curriculum to meet the needs of some but not all students.

The protection, care, guidance and support of students

The arrangements for the protection, care, guidance and support of students are good in the Foundation Stage, and acceptable elsewhere. Whilst children are kept safe, the school is not sufficiently pro-active in ensuring the security and safety of students, particularly in the primary and secondary phases. Risk management procedures are not developed well enough in these areas.

What the school does best

- The clear mission and family focus which is both appreciated and well-supported by parents
- A Foundation Stage which is strong in the personal development and the provision for the health, safety and safeguarding of children, as well as the design and implementation of the curriculum
- The personal development of older students, in the secondary phase, who set a good example for their younger peers

Key recommendations

- Governors should ensure that:
 - the principal and other leaders monitor effectively and review all school improvement initiatives, to ensure sufficient and consistent impact;
 - all professional development is targeted and impacts positively on raising standards in all subjects;
 - all students, but particularly those with SEND achieve their potential;
- Improve standards of teaching for effective learning, across all phases and subjects by:
 - accurately identifying students' individual starting points in learning;
 - enabling teachers to use assessment data to provide explicit personalisation of learning, and appropriate levels of challenge for all students;
 - developing more effectively students' skills of critical thinking, research and independent learning;
 - facilitating the sharing of good practice in teaching that already exists in the school.
- Urgently raise standards of achievement in Arabic for non-Arabic students by enabling teachers to:
 - make more effective use of assessment information in their planning of learning activities
 - research and subsequently adopt teaching strategies that better meet the needs of students who are non-Arabic speakers..

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak
English 	Attainment	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
		Foundation Stage	Primary	Secondary
Learning skills		Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable
Care and support	Good	Acceptable	Acceptable

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment of students in English, mathematics and science in the National Agenda Parameter (N.A.P.) benchmark tests, is below expectations.
- The school meets the registration requirements for the N.A.P.
- School leaders have produced an implementation plan covering most aspects of the N.A.P. However, there is insufficient focus on improving attainment.
- Analysis of external test data is shared with teachers but a majority neither fully understand CAT4 data nor use it effectively enough to challenge students sufficiently, to raise standards.
- The curriculum in English, mathematics and science is being aligned to N.A.P. requirements. The school is developing assessment, focusing more on measuring skills and understanding rather than knowledge.
- Teachers routinely relate learning to real life situations, but do not systematically develop critical thinking skills or challenge students to apply these to their work.
- Results from progress tests and CAT 4 are known to a majority of students and leaders are beginning to use these to set individual performance targets.

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

Moral Education

- Moral education is taught from Years 2 to 8 through a developing curriculum with emerging links to other subjects.
- The school has not allocated sufficient time to the subject. Teachers' skills in engaging students in meaningful discussions and in ensuring lessons are challenging, are inconsistent.
- Students occasionally share their prior knowledge and participate in lessons, although there are usually some passive learners. Opportunities to apply their understanding to local and global concepts are limited.
- Evaluation of students' knowledge and skills, is not well established. Student learning and progress in the subject is not reported to parents.

The school's implementation of the UAE moral education programme is under-developed.

Social Studies

- Careful planning and meaningful cross-curricular links effectively develop students' knowledge, skills and understanding. The subject is taught as a separate lesson and exceeds time requirements.
- Teachers' secure subject knowledge and purposefully planned lessons effectively engage students and encourage good levels of discussion and opportunities for critical thinking.
- Students work well together to understand the concepts of UAE social studies. They willingly take part in lively and relevant debates. Opportunities to use technology for independent research in lessons are limited.
- A range of strategies are used effectively to assess students' knowledge and developing skills. Assessment information supports and guides lesson planning to meet needs of individual students. Full reports are provided for parents.

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

Innovation in Education

- Students are provided with some opportunities to demonstrate their creativity in lessons. Critical thinking and problem-solving skills, although seen in part, remain underdeveloped features of learning.
- Some skills of innovation are developed by enabling students to social projects.
- Teachers do not modify their lesson plans effectively to promote students' innovation skills. There are occasional instances of good practice.
- The curriculum is adapted to promote some opportunities to develop literacy through social games and for the use of advanced learning technologies.
- Leaders at all levels have a basic and developing understanding of innovation in education and are beginning to apply this to some initiatives including student enterprise activities and e-learning.

The promotion of a culture of innovation is emerging.

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate knowledge and understanding in lessons and in recent work that are in line with curriculum standards. Arabic students make a better progress than non-Arabic students.
- Students' understanding of Islamic values and application of knowledge in real life situations is strong. However, their knowledge and understanding of the life of Prophet (PBUH) and Hadith is underdeveloped. Key Islamic concepts and principles of worship are at expected levels.
- Students' memorisation and recitation skills of the Holy Qur'an are improving. However, this is not consistent across the school. Students' ability to refer to the Holy Qur'an and Hadith for evidence of values or rulings is below expectations.

For development

- Ensure that both the Holy Qur'an and Hadith are closely linked to all areas of learning and provide more opportunities for students to refer to them for evidence of guidance, rulings or values.

Arabic as a first language 		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most students demonstrate levels of knowledge, understanding and subject skills which are at the level of curriculum expectations.
- The level of free writing and speaking in secondary is better than in primary because students write more extensively about different topics and they are able to articulate long sentences that include unfamiliar words and phrases. Listening is strong in primary.
- Recent, internal data show that students in primary and secondary achieve acceptable attainment. The level of attainment reflected in external assessments is stronger in the primary phase than in secondary school.

For development

- Provide frequent opportunities for students to develop skills in free writing in the primary phase.

Arabic as an additional language 		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak

- A minority of students demonstrate levels in knowledge, understanding and subject skills that are in line with the level of curriculum expectations. Attainment levels in both phase are weak although students in primary make better progress when measured from their starting point in learning.
- Reading skills are generally better developed than other skills although comprehension of what is being read is not strong. Many students are unable to express longer sentences either orally or in writing.
- In many lessons students are not provided with the opportunity to extend and improve the four skills of language. Consequently progress in both phases is slow.

For development

- Urgently provide opportunities for students in both phases to rapidly improve the skills of speaking and writing.

English 		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- In the Foundation Stage and secondary phase, most children and students attain in line with the expectations of the National Curriculum of England. In the primary phase, a significant number of students are attaining below curriculum standards.
- Across all phases, students make adequate progress in the development of their English language and communication skills. Written work shows limited evidence of students revising and rewriting their texts, due to a lack of feedback from teachers.
- The implementation of the 'Big Write programme' in the primary and secondary phases is leading to some improvements in the writing skills of students. The increased focus on questioning techniques has yet to show impact on attainment outcomes in the primary phase.

For development

- Ensure students in all lessons have opportunities to rapidly develop all language skills.

Mathematics 		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- Across all phases, most students make expected progress from their starting points. Consequently, most acquire knowledge and understanding is in line with curriculum standards. Only a minority of students reach levels which exceed curriculum standards.
- Foundation Stage children have adequate knowledge of counting and shapes. By Year 6, students' ability to draw line graphs and calculate simple averages are good. Measuring skills are not as strong. Knowledge about angles develops well, but secondary students' ability to apply angle facts to solve problems is weaker.
- External tests over the previous two years indicate weak attainment. Teachers have focused on improving students' reasoning skills and their ability to interpret and solve mathematical word problems. There are some emerging signs of progress and improving attainment.

For development

- Increase the level of challenge and frequently provide open-ended tasks, particularly for students with higher potential.

 Science		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- Most students develop knowledge and skills in line with curriculum expectations but have a less secure comprehension of key concepts. For example, in year five students can describe dissolving and predict that heat will speed up the process, but are not able to explain why in terms of the behaviour of particles.
- Students' skills of analysis and evaluation are underdeveloped, reducing expected achievements in international benchmark tests. They can, however, relate their knowledge well to real world applications.
- From Foundation Stage onwards, students develop skills of enquiry and observation and become competent at practical work. By Year 8 they have a theoretical understanding of scientific method and can discuss the control of variables, but they do not plan their own investigations.

For development

- Ensure students develop deeper understanding of scientific concepts and improve their ability to plan and carry out independent controlled investigations.

	Foundation Stage	Primary	Secondary
Learning Skills	Acceptable	Acceptable	Acceptable

- Students across all phases have positive attitudes to learning and take increasing responsibility for their own learning. Most students can work collaboratively, communicating their learning adequately in lessons.
- Students often apply their learning to their understanding of the world and make connections between different areas of learning. Students are less adept at demonstrating age-appropriate research skills and using learning technologies to support their learning.
- The school's focus on enhancing the questioning skills of teachers is leading to some improvements in students' interaction and enquiry skills. Critical thinking, innovative learning, enterprise, and problem-solving skills are underdeveloped.

For development

- Facilitate a greater range of opportunities for students to engage in meaningful critical thinking and problem-solving tasks.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Acceptable	Good

- Students across all phases behave well and have a very positive attitude to their learning and respect for each other and for their teacher. This is a particularly strong feature in the Foundation Stage. Most students in the secondary phase set a good example for their younger peers.
- The behaviour of a minority of students, particularly in the lower primary phase is not always good. Attitudes to learning can occasionally be less than positive. In the secondary phase, students are keen to succeed and respond well to critical feedback when it is provided.
- Many students make healthy choices. They are very active, and understand what constitutes healthy eating. However, not all students consistently make positive choices in this area. Student's attendance is good and late arrival to school and lessons is rare.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable

- Students have adequate understanding and an appreciation of how Islamic values influence contemporary UAE society. For example, they apply the universal principles reflected in Islam, such as cooperation, respect and protection of the environment.
- Students are generally knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities. Students care about the cultural aspects of UAE such as traditional sports and UAE clothes.
- Students demonstrate understanding, awareness and appreciation of their own cultural heritage. This includes a knowledge of the Taj Mahal in India, the Manila tower in the Philippines and the Arz tree in Lebanon.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable

- Students across the school are aware of their roles in the school and understand their responsibilities as members of the wider community. They participate actively in school activities; however, their contribution to the wider community is limited.
- A particular strength is students' environmental awareness; however, a relatively small number of students are actively involved, for example, in recycling activities and taking care of their school environment.
- The prefects contribute positively to the life of the school by helping other students and supporting assemblies. They also organize and participate in some sporting, cultural, social and academic activities in the school, and less frequently outside the school.

For development

- Develop students' innovation, enterprise and entrepreneurship skills and provide more opportunities for their involvement in voluntary work in the wider community.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- While the overall quality of teaching is uniform across all phases, good lessons are more common in the Foundation Stage than at the other phases, where only a minority of lessons are good.
- In the Foundation Stage teachers are more successful in engaging the children and providing an appropriate choice of activities. Teachers in other phases have at least adequate subject knowledge. However, they do not use probing questions to extend students thinking nor do they provide differentiated and challenging tasks.
- The development of critical thinking, problem solving and independent learning skills is not evident in many lessons which results in underachievement for some groups of students.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Across all phases assessment systems closely reflect the requirements of the National Curriculum for England with appropriate modifications to meet U.A.E. Ministry of Education requirements. There is a consistent approach, enabling valid measures of attainment.
- The school uses an appropriate range of external assessments including IBT for Arabic and is beginning to use this information to improve the accuracy of school-based assessments and to identify and address gaps in the curriculum.
- Most classroom teachers do not effectively use knowledge of students' prior attainment to plan lessons to meet the needs of different groups. Leaders are beginning to use data to set individual targets for all students, but teachers are not consistently tracking progress towards these.

For development

- Improve the use of assessment information to plan lessons which build upon prior knowledge, understanding and abilities of different groups of students.
- Improve the quality of questioning so that students are challenged to think more deeply about their work in all lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable

- The curriculum is sufficiently broad and balanced. Time allocations for Islamic education and Arabic are compliant with MOE requirements. In the Foundation Stage, cross-curricular links, and continuity and progression are planning strengths.
- Continuity and progression are positive features of the curriculum in mathematics and science. These features are also built in to the curricula in Islamic education and Arabic, which follow MOE guidelines. The curriculum in English includes some repetition and gaps in progression.
- Staff regularly review the curriculum and are incorporating opportunities for cross-curricular project work. At the primary and secondary phases, cross-curricular links are well planned in some but not all subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Across all phases, the curriculum is functional and designed to engage the majority of students. It is regularly modified to provide an appropriate range of curricular and extra-curricular opportunities.
- The school is in the early stages of modifying the curriculum to meet the educational needs of different groups of students. Consequently it does not ensure consistency of practice in adjusting the curriculum to accelerate achievement across all year levels.
- Each phase has curriculum programmes that develop students' knowledge and appreciation of the heritage for the UAE. The use of information from standardised tests results to modify the curriculum is at a developing stage.
- Arabic is taught for one period (30 minutes) weekly for children in FS2.

For development

- Ensure that the curriculum is effectively modified to meet the needs of all groups of students, especially for those with SEND, gifts and talents and those who learn English as an additional language.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Acceptable	Acceptable

- The school has adequate policies and procedures which are in place to ensure that all students are safe. These policies are clearly understood by students and teachers; however, most parents are still not aware of them. Safety procedures and bus supervision are more effective in the Foundation Stage.
- School buildings and premises are safe and well maintained. Almost all rooms including laboratories are well kept, safe and hygienic. However, risk assessment procedures are not clearly defined by the school.
- The school has a child protection officer who contributes positively to the provision of a safe environment for students. Healthy living is promoted and is embedded in curriculum. However, this is not clearly impacting on the eating choices of many students.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Acceptable

- The school provides a caring environment. Relationships between staff and students are respectful and strong. Behaviour management systems are most effective in the Foundation Stage where routines and expectations are most consistently reinforced.
- There is generally accurate identification for students with SEND but procedures to identify those with gifts and talents are not sufficiently developed, particularly in the upper phases. Both groups of students often do not receive sufficient, targeted support in class to help them achieve their full potential.
- The emotional and physical well-being of students are well promoted across the school by leaders and form tutors who deliver a strong programme of personal development and guidance. The school counsellor has an open-door policy for students' self-referral to discuss any confidential concerns.

For development

- Develop a robust approach to risk assessment and management, and ensure that all health, safety and safeguarding policies are understood by all stakeholders, including parents.
- Strengthen systems for the identification of students who are gifted and talented in non-academic subjects and ensure students of all abilities are well supported to reach their potential.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Leaders and governors are committed to improve SEND provision and outcomes. A three-year inclusion strategy is in place, and a champion for inclusive education and a governor with responsibility for inclusion have been appointed.
- A range of assessment tools help specialist staff to make generally accurate identification of students' needs. Early identification in Foundation Stage leads to rapid intervention and support. Further financial investment is planned by governors to increase the specialist SEND staff team.
- Regular IEP reviews ensure parents are aware of their child's targets. They occasionally have opportunity to influence these. They receive regular updates on their child's progress but some parents feel they would benefit from more regular informal communication with the school.
- Curricular modification is inconsistent but stronger in Foundation Stage. The small number of specialist and trained staff limit students' access to regular high quality personalised support.

Students' work reflect variable progress across the school. It is strongest in Foundation Stage and where students in primary and secondary receive 1:1 specialist support. Some students develop effective strategies to help them reduce barriers to learning.

For development

- Ensure all staff receive high-quality training and guidance in how to effectively adapt their teaching to reduce barriers to learning for students with SEND.
- Robustly implement the inclusion strategy including the provision of additional specialist staff.

6. Leadership and management

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

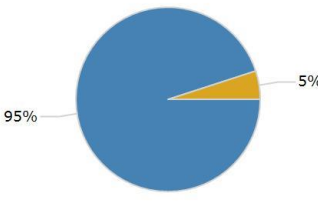
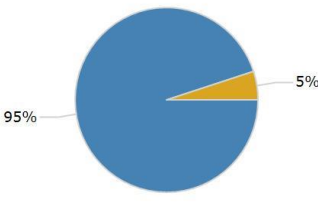
- Leaders at all levels, including governors, articulate a clear vision for a school. This has a strong family-focus and leaders are committed to raising standards of academic achievement. The school has grown quickly over the past eighteen months and leaders are managing this transition appropriately. Most leaders are knowledgeable and are increasing their skills in planning and in school improvement.
- Leaders gather mostly reliable evidence from a broad range of sources for the school evaluation. This is analysed and forms the basis of school improvement planning. Feedback from external sources is well received and the school takes action, which results in steady but not rapid improvement.
- Parents are highly supportive and increasingly involved in the life of the school and the learning of their children. They organise fundraising events and contribute to governance. The school communicates effectively with parents, about the progress and well-being of their child. Leaders and teachers act promptly and effectively when concerns arise. There are strong links with many well-established schools and with the wider community.
- The governing board represents a broad group of stakeholders, including members of the parent body. Parents, teachers, and students are consulted and their views are acted upon. Governors' discussions and subsequent decision-making is beginning to have a positive impact on standards within the school. However, governors are not consistently monitoring the impact of the strategic improvement plans.
- The day-to-day operation of the school is mostly well-organised. Timetabling is effective and well-qualified and specialist staff are suitably deployed. The premises are of good quality. Most classrooms and specialist facilities are of a high standard and are very well resourced. A few learning spaces are less suitable, including the temporary rooms for Islamic education and Arabic languages, which are not fully fit for purpose.

For development

- Systematically monitor the implementation of school improvement plans and other key initiatives within the school, including those relating to inclusion and to the National Agenda.
- Improve the accommodation for Islamic education and Arabic to bring facilities in line with that available to other subjects.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 Students No. of responses = 0	 Parents No. of responses = 605	 Teachers No. of responses = 66
Not Applicable	Overall, I am satisfied with the quality of education at my child's school  95% 5% Strongly Agree/Agree Strongly Disagree/Disagree	Overall, I am satisfied with the quality of education at my school  95% 5% Strongly Agree/Agree Strongly Disagree/Disagree

 Students	Not applicable
 Parents	Almost all parents are highly supportive of the work of the school and are very satisfied with the quality of education received by their children. They are happy with the quality and frequency of communication with the school. Inspectors find parents to be open, and highly positive when talking about a school where they believe their children were both happy and making progress.
 Teachers	Almost all teachers are highly positive about their school and the work that, collectively, they carry out. A few reported less than harmonious relationships between a small number of students at times and a similar number felt that IT facilities, for independent research and other uses were not sufficient or at least not sufficiently used.

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