

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

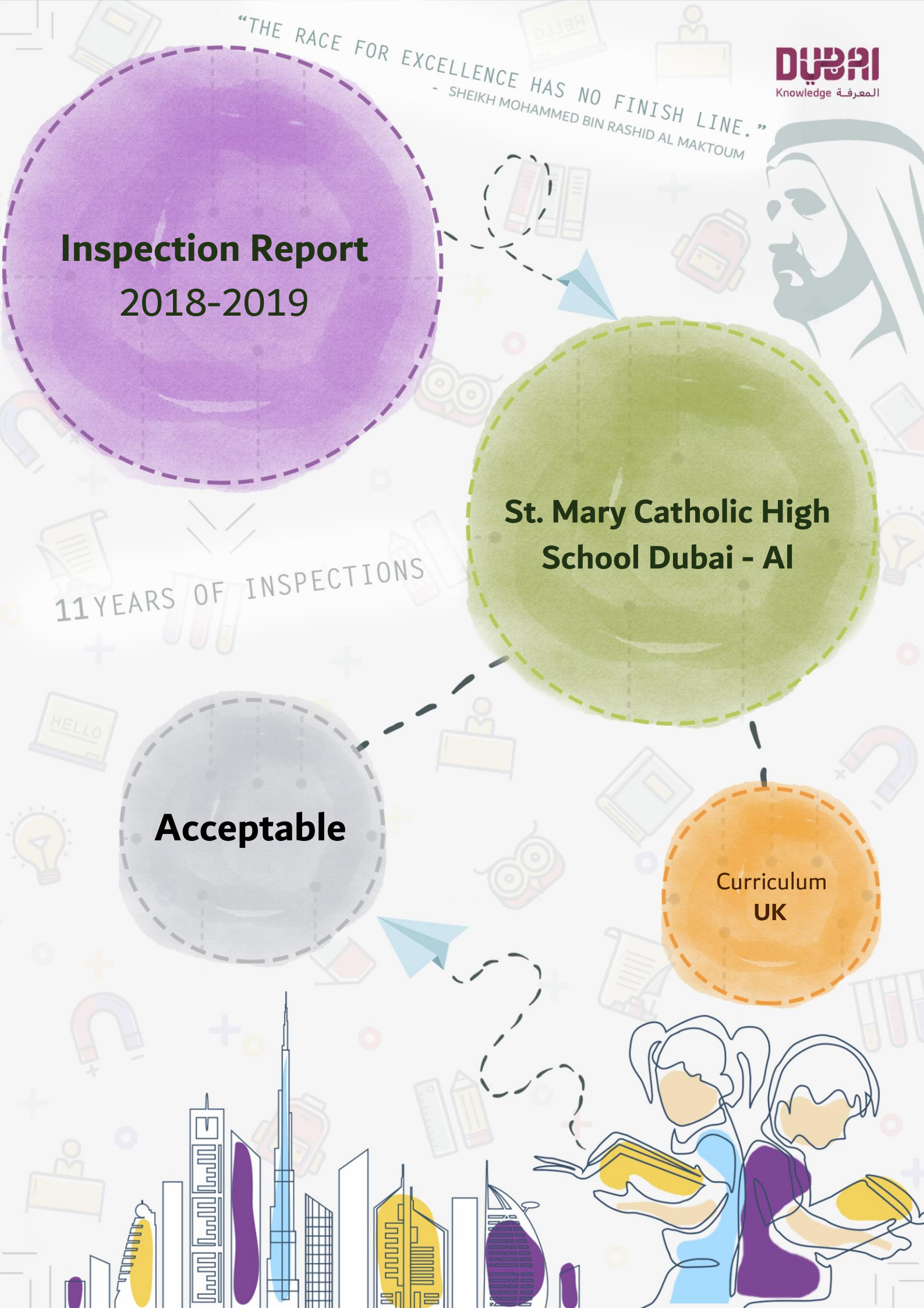
Inspection Report 2018-2019

**St. Mary Catholic High
School Dubai - Al**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
UK



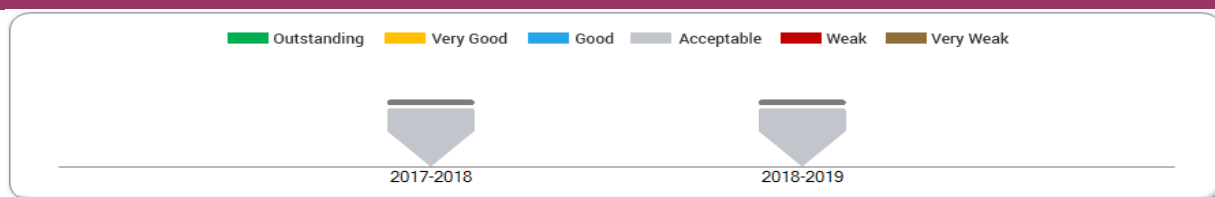
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School Information

General Information	Location	Al Muhaisnah
	Opening year of School	2015
	Website	www.stmarysmuhaisnah.com
	Telephone	042614014
	Principal	Karen White
	Principal - Date appointed	08/28/2018
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	3-14
	Grades or year groups	FS1-Year 9
	Number of students on roll	1243
	Number of Emirati students	3
	Number of students of determination	25
	Largest nationality group of students	Indian
Teachers	Number of teachers	78
	Largest nationality group of teachers	Filipino
	Number of teaching assistants	14
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	25%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	None
	Accreditation	None
	National Agenda Benchmark Tests	GL tests

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



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' progress and attainment are acceptable in most subjects. The school is effective in ensuring that most students reach levels that are in line with curriculum standards, but fewer than half of the students attain beyond those standards. Attainment and progress are weak in Arabic as an additional language because teachers need to set higher expectations of what students can achieve. Students demonstrate adequate learning skills.
- Students have well developed personal and social skills. Understanding of Islamic values and Emirati culture has improved. It is now developed in depth at all phases. Children in the Foundation Stage (FS) show good, age-appropriate personal development and social responsibility. These aspects are well developed by the secondary phase but are more variable in the primary phase. Environmental awareness continues to be a strength, particularly at the secondary phase.

Provision for learners

- Teachers assess students' academic strengths and development needs with adequate accuracy. They attempt to use assessment results to match lesson tasks to the learning needs of different groups of students, but this is inconsistent. While there is some good practice, the overall quality of teaching is acceptable.
- The curriculum is well designed in the FS. In the other phases, teachers are beginning to implement a new curriculum. Progress in the acquisition of knowledge is better than in skills. Curriculum adaptations are acceptable in meeting students' learning needs. The needs of some groups, including those who have gifts or talents, are not fully met.
- Procedures for ensuring that all students in the school are safe and healthy have improved. Staff members promote the importance of healthy lifestyles well, and have developed risk assessments. The identification of special educational needs and support for students of determination are acceptable. The quality of care, guidance and support for students are good in the FS and secondary phases.

Leadership and management

- The principal and several middle leaders are new in post. Approximately one-quarter of the teachers are new to the school. The impact of leadership on outcomes for students is limited. Governors have a good knowledge of the overall quality of the school. Partnerships are growing and the quality of staff has improved. Most aspects of management are carried out well. The building lacks a prayer room and a few classrooms are not fully fit for purpose.

What the school does best:

- Students behave well, show good social responsibility and most have a positive attitude to work. In all phases, there is a well-developed appreciation of Islamic values and Emirati culture.
- The curriculum in the FS and the programme for social studies are well designed.
- The school is inclusive, and has a well-developed community ethos. The school maintains positive partnerships with parents.
- Staff ensure that the arrangements for health, safety, care and support are implemented well.

Key recommendations:

- Improve the progress and attainment of students in Arabic, particularly for those who learn Arabic as an additional language, by:
 - ensuring that teachers are fully conversant with Ministry of Education (MoE) curriculum standards for Arabic and that they set high expectations for student achievement
 - improving lessons and engaging students so they learn more effectively.
- Improve progress and attainment in all subjects to ensure lessons are more consistently of good quality by:
 - increasing the good teaching practice
 - using assessment information more consistently to match the challenge in learning tasks and activities to the needs of different groups of students and to set attainment targets for individuals
 - developing students' learning skills more effectively.
- Senior leaders should develop the school's capacity to improve by:
 - evaluating the quality of teaching more accurately
 - measuring the impact of lessons on students' progress and attainment
 - matching professional development activities more closely to the needs of individual teachers and groups of teachers
 - supporting teachers in the lower primary phase in all aspects of teaching and classroom management.
- Governors should:
 - ensure that Islamic education and Arabic are taught in suitable rooms
 - provide an appropriate prayer room for Muslim students and staff.

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	Weak ↓	Weak
 English	Attainment	Acceptable	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Learning skills		Foundation Stage	Primary	Secondary
		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	Good ↑	Good ↑	Good ↑
Social responsibility and innovation skills	Good ↑	Acceptable	Good ↑

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	Good ↑	Good ↑
Care and support	Good	Acceptable	Good ↑

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	Acceptable ↓

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter (N.A.P.) targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's progression in international assessments

is above expectations.

- The school did not have students eligible for the Programme for International Student Assessment (PISA) in 2012 and 2015 and in Trends in International Mathematics and Science Study (TIMSS) in 2011 and 2015. GL benchmark test results have improved in all subjects. Attainment in those tests is good in English and science, and acceptable in mathematics. When comparing N.A.P. outcomes against potential as measured by cognitive ability tests (CAT4), students attain, on average in excess of what is predicted.

Impact of leadership

is approaching expectations.

- Leaders at all levels support the vision of the UAE National Agenda. They have modified the curriculum to align it more closely to the requirements of external TIMSS and GL tests. They do not triangulate CAT4 data with internal assessment and external benchmark scores effectively. Key points in the National Agenda action plan are not monitored systematically.

Impact on learning

is below expectations.

- Real-life applications are features of learning in most key subjects. Skills in the use of technology to support students' learning are developing. The development of students' critical thinking and their enquiry and research skills is not yet fully effective.

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

For development:

- Ensure that key points in action plans take into account their impact upon learning outcomes for students, and that progress in implementing those key points is monitored closely.
- Ensure that there is a more consistent approach to developing students' skills in critical thinking, enquiry and the use of information technologies for research.

Reading Across the Curriculum

- Children in the FS make strong progress as a result of a new reading scheme. Students' skills in understanding and use of language is improving in the secondary school.
- Students are motivated readers. During comprehension activities, they are able to understand text and find clues and key words independently.
- There are library initiatives that reward Reading Champions from each class. These initiatives do not include books in the Arabic language.
- A new, whole-school reading assessment process informs teachers of students' reading skills. Using this information, teachers provide texts appropriate to students' reading skills and levels of comprehension.

The school's implementation of reading across the curriculum is emerging.

For development:

- Track and monitor students' reading skills /to evaluate the impact of the newly introduced reading programme.
- Include resources in Arabic in the library initiatives.

UAE Social Studies

- The social studies curriculum is skilfully planned and adapted, ensuring the integration of moral education topics where appropriate. It includes innovative use of technology.
- Students interact well with each other. Critical thinking, enquiry and research are key features of the learning process.
- In lessons and their recent work, a large majority of students demonstrate knowledge, skills and understanding that are above curriculum standards for UAE social studies.
- Internal assessment information, students' work and projects indicate that students make better than expected progress in relation to their starting points and UAE social studies curriculum standards.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Some students are able to plan their own lines of enquiry, for example, Year 7 students research of World War 2 and presentations, but such activity is not widespread.
- Students in all phases participate in creative projects that develop some skills of innovation. A wider range of students is participating in enterprise projects and environmental initiatives. This is not fully embedded.
- Teachers are creative in their use of questioning and technology to promote students' critical thinking and innovation skills, but this is inconsistent.
- The opportunities for students to work with technology, such as robotics kits and 3D animation software, and to demonstrate achievement in arts, are increasing steadily. A 'maker space' is ready to use.
- Leaders have shown a capacity to be innovative by implementing the Positive Education Programme that gives students a range of opportunities to discuss issues, follow interests and develop fitness.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students in the primary and secondary phases have knowledge and understanding in line with curriculum standards. Although students' overall attainment levels are the same across the school, students in the secondary phase have more developed skills in some respects.
- Students' understanding and application of Islamic values and morals are adequate. Their knowledge of the biographies of Islamic personalities and their skills in recitation using Tajweed rules are underdeveloped.
- Students' knowledge about Seerah, the life of the Prophet (PBUH) is stronger than their comprehension of Hadith, their interpretation of the Holy Qur'an and their ability to give evidence from these two resources and relate it to real life.

For development:

- Develop students' higher-order thinking skills in interpretation and relating the main Islamic concepts to real-life.
- Improve students' knowledge of Tajweed rules and understanding of the Holy Qur'an.

Arabic as a First Language

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

- In both phases, most students make progress that is in line with expectations and attain the appropriate curriculum standards. A minority of students attains above these standards. In the secondary phase, students are fluent in reading familiar and extended texts.
- Students across the phases demonstrate secure reading comprehension and listening skills. Their writing and speaking competencies are less well developed. Students understand familiar phrases and instructions in standard Arabic. Students' ability to engage in short, meaningful conversations about familiar topics is adequate.
- In both phases, a lack of opportunities to practise writing results in underdeveloped skills in creative and extended writing.

For development:

- Improve students' writing skills by providing more opportunities for students to write freely and at length.
- Improve students' speaking skills by raising the level of challenge in tasks.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Weak ↓	Weak

- In both phases, less than three quarters of students make the expected progress from their starting points and attain levels that are in line with curriculum standards. Although internal assessment information for both phases indicates that achievement levels are in line with curriculum standards, classroom observations and work scrutiny do not reflect this.
- In both phases, students' listening skills are weak, because of low teacher expectations and students having insufficient opportunities to hear and comprehend spoken Arabic. Speaking is limited to short conversations, and reading is limited to familiar texts. Both are under-developed. Writing is of low quality.
- Listening and responding skills are improving slightly especially in the lower primary phase. However, this improvement is not fully reflected in the reading, speaking and writing skills of students in both phases.

For development:

- Modify the curriculum and implement effective teaching strategies to ensure a balanced development of all language skills.
- Raise teachers' expectations of what the students can achieve.
- Provide more opportunities for students to practise speaking and writing in meaningful contexts.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable ↑	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Internal assessments and work scrutiny show that most students achieve the expected curriculum standards across the school. External benchmarking tests indicate that attainment has improved over time. Although results in the primary phase are stronger than the secondary, overall progress and attainment are similar across the phases.
- Speaking and listening are stronger in the secondary phase because students have more opportunities to practise these skills. Students know the features of different styles of writing, but do not have enough opportunities to write at length and develop their extended writing skills.
- The school has focused on the development of reading skills. As a result, children in FS 2 can identify letters and their associated sounds. Students in the secondary phase can analyse poetry and prose, but comprehension and higher-order reading skills are not well developed.

For development:

- Provide regular opportunities for students to improve skills in reading comprehension and extended writing.

Mathematics

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

- In all phases, most students make the expected progress and reach attainment levels that are in line with curriculum standards. A minority attain above the expected standard.
- Most children in FS2 can identify numbers and count from one to 20. They can construct simple graphs and identify 2- and 3-dimensional shapes. Primary students are not confident in numerical calculations. In the secondary phase, students can apply formulae and manipulate algebraic equations.
- Students' progress is hindered because they are not always given tasks with appropriate levels of challenge. Across all phases, students understand problems that are linked to real-life. However, their skills in solving problems accurately are developing at a slower rate.

For development:

- Ensure that there is challenge across all year groups and continue to improve students' problem-solving skills.
- Improve students' skills in calculation, particularly in the primary phase.

Science

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

- Students' attainment and progress in all aspects of science are similar across all phases. Some better attainment is seen in the secondary phase, for example in Year 9 where students have a good understanding of photosynthesis and electrolysis.
- Across all phases, students' practical skills are developing appropriately. In the upper primary and the secondary phases, students have various opportunities to plan their own investigations. For example, Year 5 students designed an investigation into sugar dissolving. As a result, they understand the importance of controlling variables as they investigate.
- Students' skills in problem-solving and analysis are adequate. Progress is not better because students are not challenged to take responsibility for their own learning.

For development:

- Ensure that all students make better progress by providing a greater level of challenge and by improving their skills in solving problems.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Most children in the FS learn independently for short periods. In mathematics, science and English in the secondary school, some students think critically and engage in debates and dialogue with their peers and teachers.
- Students are enthusiastic to learn. Most take responsibility for their learning when they work in groups or independently. Their research skills and use of digital devices develop when they are given opportunities.
- The school is focusing on innovation, critical thinking and research across all phases, and good practice is seen in UAE social studies. However, these skills are not yet fully embedded. Overall, students' learning skills are underdeveloped in all phases.

For development:

- Provide opportunities for students to develop critical thinking, problem-solving and research skills across all subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Acceptable	Good

- Children in the FS and the secondary phase behave well and have positive attitudes. In the lower primary phase, responsibility and self-discipline are less well developed with students becoming inattentive when teaching is not sufficiently engaging.
- Students are developing a clear understanding of safe and healthy living, especially in the secondary phase. Students in FS and the primary phase follow the school's advice by selecting healthy choices for snacks and meals.
- Student-staff relationships are friendly and respectful, and students are sensitive to the needs of others. Attendance is good and most students are punctual in arriving at school and for lessons

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

- Students demonstrate a secure understanding of Islamic values and the influence of these on UAE society. They understand and appreciate Emirati culture and can discuss Emirati history, arts, celebrations and achievements. They can compare Emiratis' lives in the past and present.
- Students have a clear understanding of their own cultures and can distinguish similarities and differences to some others. Understanding of global cultures is not fully developed.
- The school provides opportunities for students to participate in many UAE celebrations. Students across all phases perform at assemblies to enhance understanding of Emirati culture and Islamic values to bring about improvements.

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

- Students understand their responsibilities within the life of the school. Some proactively take on key roles. Most students show consideration for and empathy with other students, including students of determination.
- Foundation Stage children show responsibility. Secondary students show a more positive work ethic, enterprise and purposeful activity than primary students. Students are generally reliable and participate in activities. They sometimes lead by example and can generate good ideas with support.
- Students are aware of environmental issues and discuss global warming and plastic pollution with knowledge and confidence. They initiate solutions and projects to address environmental problems in the school. They participate in schemes that promote sustainability in the school and locality.

For development:

- Encourage students in the lower primary to show more maturity and be more responsible for their own actions.
- Increase students' knowledge of world cultures.
- Improve students' enterprise and entrepreneurship skills.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teaching is generally stronger in the upper primary and secondary phases than in the lower primary phase, where subject knowledge is sometimes weak, and lessons often lack challenge. Too much teacher-talk in the FS and the lower primary classes often results in a lack of effort and application by students.
- Teaching usually engages students' interest and enthusiasm. However, lesson planning does not use assessment information to ensure that learning activities meet the needs of different groups of students.
- Teachers' questioning skills have a positive impact, especially in the secondary phase where students are encouraged to think more deeply about their learning. However, the teaching of Arabic as an additional language is insufficiently differentiated to meet all students' needs.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Teachers in the FS use effective strategies to evaluate children's attainment and progress, including baseline assessment on entry to the school. However, teachers in all phases do not consistently make full use of assessment information to match work to students' learning needs.
- Leaders carry out some analyses of assessment information. However, triangulation of different sources of data, including internal results, GL progress tests and CAT4 measures of potential, is not yet carried out effectively.
- Internal assessments and grading systems are applied consistently across the primary and secondary phases. Tests in all subjects are rigorously designed, with a better balance of testing basic knowledge and higher-order skills. End-of-term assessments are moderated and the school conducts item analysis of the results of each test paper to plan support sessions for students.

For development:

- Ensure that teachers make use of all assessment information, including CAT4, to plan and differentiate teaching more effectively to challenge all groups of students and track the progress of individual students.
- Ensure that lessons in Year 1 to Year 3 are based securely on good subject knowledge, are well managed, and consistently provide appropriate challenge for all groups of students.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Acceptable	Acceptable

- The curriculum in the FS is well planned. It builds effectively on children's previous experiences. In other phases, there is too much repetition and so students do not consistently extend their knowledge and develop their skills.
- The curriculum adequately meets the learning needs of a large majority of students. However, enrichment and support activities for the most and least able are not fully effective because these groups of students are not always challenged appropriately during lessons.
- The curriculum is sufficiently aligned to the English and UAE curricula. Regular checks on curriculum provision result in amendments. Links that help students transfer knowledge and skills between subjects are increasingly evident in mathematics, science and social studies.
- Moral education lessons are taught to students in Years 2 to 9. This subject is integrated into other subjects, at school assemblies and in some sessions in the daily "Positive Education" programme.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Teachers at all phases make adaptations to the curriculum. In science and mathematics, there are increased problem-solving opportunities. Modifications to the curriculum or in lessons do not address the learning needs of students of determination, lower-attaining students or those who have gifts or talents.
- Curriculum modification to provide opportunities for critical thinking, innovation and enterprise is developing. Students, led by the Eco-Warrior and Green Hope groups, contribute to beach cleans and work with a local company to prevent plastic pollution.
- Increased opportunities are provided for students to use technology to enhance research skills, but there has not been sufficient time for these to have full impact.
- Arabic is taught in FS2 for 30 minutes each week.

For development:

- Modify the curriculum to meet the learning and development needs of all groups of students.

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

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

- Appropriate arrangements and effective procedures ensure the safety and security of those on the school premises and buses. Staff, students and parents are aware of and understand the related policies. The school protects students from all forms of abuse.
- Medical staff monitor students' health regularly and provide effective care, taking action to address injuries. Healthy lifestyles are promoted through workshops, in parts of the curriculum and through monitoring of students' lunch boxes.
- Canopies ensure that all open playground areas are shaded from the sun and can be used for outdoor learning and physical education. The school has a maintenance plan and is tackling building problems systematically. Risk assessment procedures have improved.

	Foundation Stage	Primary	Secondary
Care and support	Good	Acceptable	Good ↑

- Effective systems support students' emotional and intellectual well-being as they move through each stage of the school. Counsellors are available to support students. The management of student behaviour is inconsistent, particularly in lower primary classes.
- The school actively promotes the importance of attendance and punctuality as desirable life skills. Absences are monitored and concerns are noted. Students of determination are welcomed, and procedures are in place to identify additional needs.
- Effective vocational advice and guidance ensures that students understand the connections between school subjects and careers. The quality of support and challenge provided for more able and talented learners and students of determination is inconsistent.

For development:

- Extend the approaches to risk assessment and management, and ensure that they are fully embedded in the culture the school.
- Improve the management of student behaviour by supporting staff to implement the school policy consistently.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- The school has appointed an inclusion champion, governor for inclusive education and inclusive education action team. Policies and procedures are sound and show a determined and ambitious vision. Implementation is not strong.
- The school has extended its range of diagnostic assessments. Assessment information from whole school data sets is not analysed sufficiently to identify students who might benefit from specific and personalised intervention.
- Parents' involvement is increasing. They are happy that their children are settled and feel welcomed. The class Dojo is a newly introduced system that shares online what the students learn in class so that parents can view it.
- Teachers do not consistently plan learning experiences or work with learning support assistants (LSAs) to adjust tasks for students of determination. Often the level of work provided does not match students' abilities sufficiently. Positive examples in social studies lessons show how students can be encouraged to contribute.
- Students of determination in the FS make acceptable progress from their starting points in literacy, numeracy and social development. In the other phases, most students of determination make slower progress often because tasks lack challenge.

For development:

- Use information from assessment information and lesson observations to provide appropriate tasks for students of determination.
- Monitor and record where difficulties are encountered and what support is needed, including advice in individual learning plans (ILPs) for teachers.
- Support teachers to plan lessons that are focused on the exact needs of each student of determination, and ensure that LSAs are deployed effectively.

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	Acceptable ↓

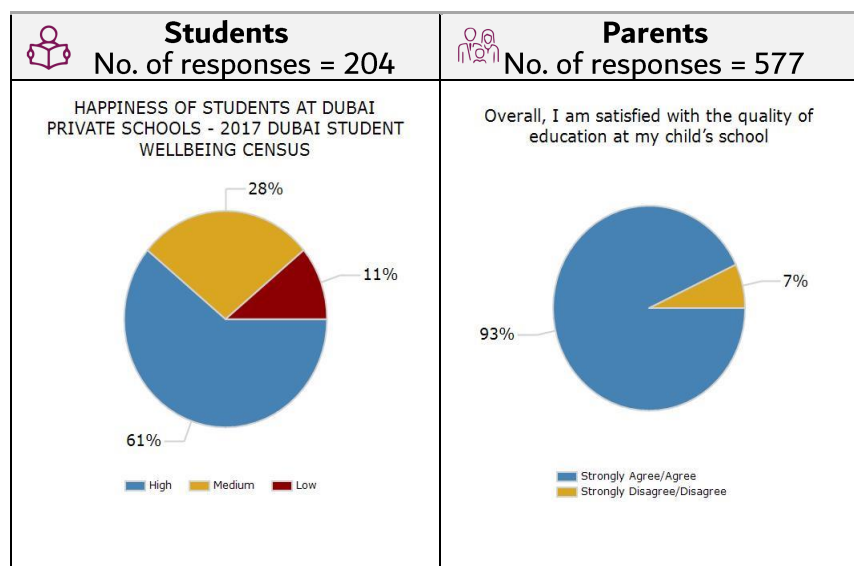
- The new principal has made a positive start in her short time in post. With senior leaders, she is maintaining the inclusive nature of the school and its commitment to the UAE National Agenda. A significant number of middle leaders and teachers are new to post too, so the overall capacity of leaders to improve and innovate is not fully evident. Teaching and other important processes have not improved. Student achievement is at broadly acceptable levels.
- Senior staff and middle leaders monitor the quality of lessons, though their judgements are often too positive. Peer observations of lessons attempt to support teachers to improve their teaching. School improvement plans are in a suitable structure, with broadly appropriate content. Progress in raising student attainment in Arabic and improving teaching across the school, is limited.
- Parents support their children's learning well through their attention to homework. Parents of children in the FS support reading activities on a regular basis. There are clear systems for communication. Parents of students of determination are kept well informed about progress and how to help their children at home. Progress reports are sent termly. These inform parents about test results and teachers' ongoing assessments, and provide useful information about the next steps in children's learning.
- The governing body has representation from the business and education communities, Catholic Church, parents and officers from the St Mary's group of schools. A director of teaching and learning makes weekly visits to support and ensure accountability. Governors are aware of the broad details of the strengths and development needs of the school, and the officers have a good knowledge of attainment data. They do not gather the views of all stakeholders systematically.
- The daily management of the school is mostly effective. The school has appropriate human resources and staff are deployed suitably. The premises are well maintained, and facilities provide a safe and stimulating environment for learning and teaching. However, the classrooms for Arabic and Islamic education are inadequate for effective learning. There is no prayer room for Muslim students and teachers.

For development:

- Evaluate the quality of lessons more accurately and extend good teaching practice to raise the overall quality of lessons.
- Gather stakeholders' views systematically.

The View 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	Students express positive views. Most feel safe in the school. A large majority is satisfied with the levels of engagement, which is higher than the average for all schools in Dubai. Students feel that teachers and students relate well to each other, and that teachers treat students fairly and are interested in their welfare. A few students have concerns about social, physical or cyber bullying. Around one-fifth feel that there is verbal victimisation at times.
 Parents	Almost all parents who responded to the survey are satisfied with the overall quality of education. They feel that their children are safe in the school. Most think that leaders listen to them and act upon their views. Around a half feel that they are only involved in school life once or twice a year. Views on how the school deals with bullying are positive, although a few expressed concerns.

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