



المعرفة  
Knowledge



## ST. MARY'S CATHOLIC HIGH SCHOOL – DUBAI MUHAISNAH BRANCH

UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**ACCEPTABLE**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**VERY GOOD**

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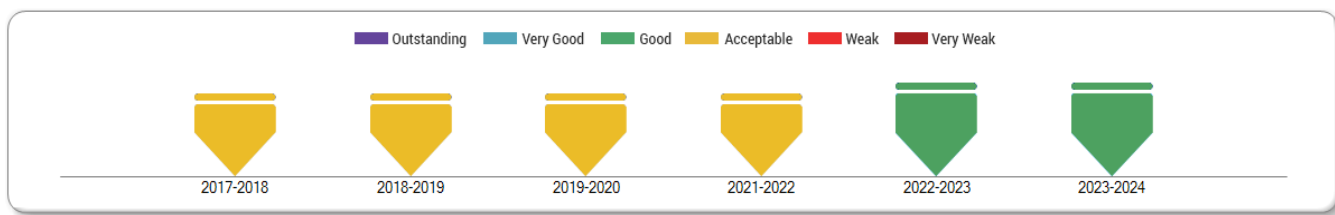
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## SCHOOL INFORMATION

|                                                                                                            |                                                                                     |                                       |                          |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------|--------------------------|
|  <b>GENERAL INFORMATION</b> |    | Location                              | Muhaisnah 4              |
|                                                                                                            |    | Opening year of school                | 2015                     |
|                                                                                                            |    | Website                               | www.stmarysmuhaisnah.com |
|                                                                                                            |    | Telephone                             | +971(0)42614014          |
|                                                                                                            |    | Principal                             | Jaime Roth               |
|                                                                                                            |    | Principal - date appointed            | 8/22/2020                |
|                                                                                                            |    | Language of instruction               | English                  |
|                                                                                                            |    | Inspection dates                      | 12 to 16 February 2024   |
|  <b>STUDENTS</b>           |    | Gender of students                    | Boys and girls           |
|                                                                                                            |    | Age range                             | 3 to 16                  |
|                                                                                                            |    | Grades or year groups                 | FS1 to Year 11           |
|                                                                                                            |    | Number of students on roll            | 1223                     |
|                                                                                                            |    | Number of Emirati students            | 2                        |
|                                                                                                            |   | Number of students of determination   | 19                       |
|                                                                                                            |  | Largest nationality group of students | Indian                   |
|  <b>TEACHERS</b>          |  | Number of teachers                    | 70                       |
|                                                                                                            |  | Largest nationality group of teachers | Filipino                 |
|                                                                                                            |  | Number of teaching assistants         | 13                       |
|                                                                                                            |  | Number of guidance counsellors        | 2                        |
|  <b>CURRICULUM</b>        |  | Curriculum                            | UK                       |
|                                                                                                            |  | External Curriculum Examinations      | IGCSE                    |
|                                                                                                            |  | Accreditation                         | None                     |

## School Journey for SMM HIGH SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

### Students Outcomes

- Attainment and progress are strong across English, mathematics and science. It is not as strong in Islamic Education and Arabic although there are improvements especially in Arabic, as an additional language. In the Foundation Stage (FS), children make good progress across the core subjects. Throughout the school, students make confident use of digital technology to conduct research and inquiry-based learning. Students work well in groups and enjoy feeding back to their classmates.
- Students demonstrate responsible and positive attitudes. They are self-disciplined and well-mannered. Students are happy and proud to be part of the school. They demonstrate a secure understanding of Islamic values and how they are reflected in the UAE society. Students embrace responsibilities with pride. They contribute positively to the school and the wider community. They are passionate about conservation. and have a very positive work ethic.

### Provision For learners

- Teachers typically demonstrate secure subject knowledge and possess highly effective classroom management skills. Teachers' questioning is generally used well to prompt critical thinking and challenge students to extend their learning. The school has effective systems to collect and analyse data. However, teachers are not yet using data effectively enough to inform their planning to better meet the needs of all groups of students in their classes.
- The curriculum has a clear rationale to develop knowledge and skills through experiences that help pupils communicate, collaborate and develop critical thinking. However, teachers' skills in translating broad curriculum aims into precise learning intentions are still underdeveloped. Students' experiences are enriched further by the extra-curricular opportunities offered by the school. Links with the UAE, its culture and society, are planned and support students' understanding and appreciation.
- The school has comprehensive policies and procedures in place to safeguard students. All members of staff understand their child protection responsibilities. Safe and healthy lifestyles are supported by staff and embraced by parents. The school fosters positive relationships between students and staff, creating a nurturing and supportive environment. Procedures for identifying students of determination are effective but support in class is variable.

### Leadership and management

- Leaders at all levels are committed and determined. Improvement plans are comprehensive, and priorities are well defined, but success criteria are not always clear. The school is highly successful in involving parents in its work and is actively involved within the community. Governor training and support have improved the effectiveness of governance. Teachers are well-qualified and receive personalised training. The school premises are welcoming, but classrooms are small.

### Highlights of the school:

- The vision, commitment and determination of the principal and his leadership team
- Students' attitudes, behaviour, relationships and personal development
- Students' appreciation of Islamic values, community involvement and environmental issues
- The care, welfare and safeguarding of students
- The school's National Agenda performance and the success in developing a culture of reading

### Key recommendations:

- Raise attainment and progress in Islamic Education and Arabic by improving the quality and consistency of teaching and ensuring the active involvement and engagement of all students.
- Ensure greater consistency in students' achievement, teaching, learning and assessment by sharing the very best practice that already exists across the school.
- Effectively implement the vision of inclusion and wellbeing to ensure that classroom practices are tailored to meet the needs of all students.
- Forensically analyse data to identify areas that demand further improvements and ensure that success criteria allow leaders to determine the effectiveness of their actions.



## OVERALL SCHOOL PERFORMANCE

Good

### 01 Students' Achievement

|                                                                                                                         |            | Foundation Stage | Primary        | Secondary      |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------------|----------------|----------------|
| <br>Islamic Education                  | Attainment | Not applicable   | Acceptable     | Acceptable     |
|                                                                                                                         | Progress   | Not applicable   | Acceptable     | Acceptable     |
| <br>Arabic as a First Language         | Attainment | Not applicable   | Acceptable     | Acceptable     |
|                                                                                                                         | Progress   | Not applicable   | Good           | Acceptable     |
| <br>Arabic as an Additional Language | Attainment | Not applicable   | Acceptable     | Acceptable ↑   |
|                                                                                                                         | Progress   | Not applicable   | Good ↑         | Acceptable     |
| <br>Language of instruction          | Attainment | Not applicable   | Not applicable | Not applicable |
|                                                                                                                         | Progress   | Not applicable   | Not applicable | Not applicable |
| <br>English                          | Attainment | Good             | Good           | Good           |
|                                                                                                                         | Progress   | Good             | Good           | Good           |
| <br>Mathematics                      | Attainment | Acceptable       | Good           | Good           |
|                                                                                                                         | Progress   | Good             | Good           | Good           |
| <br>Science                          | Attainment | Acceptable       | Good           | Good ↓         |
|                                                                                                                         | Progress   | Good             | Good           | Good ↓         |
|                                                                                                                         |            | Foundation Stage | Primary        | Secondary      |
| Learning skills                                                                                                         |            | Good             | Good           | Good           |



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

|                                                                             | Foundation Stage                                                                            | Primary                                                                                       | Secondary                                                                                     |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Personal development                                                        | Very good  | Very good                                                                                     | Very good                                                                                     |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good  | Very good  | Very good  |
| Social responsibility and innovation skills                                 | Very good  | Very good  | Very good  |

## 03 TEACHING AND ASSESSMENT

|                                 | Foundation Stage                                                                       | Primary | Secondary |
|---------------------------------|----------------------------------------------------------------------------------------|---------|-----------|
| Teaching for effective learning | Good                                                                                   | Good    | Good      |
| Assessment                      | Good  | Good    | Good      |

## 04 CURRICULUM

|                                      | Foundation Stage                                                                         | Primary                                                                                    | Secondary                                                                                  |
|--------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Curriculum design and implementation | Good  | Good                                                                                       | Good                                                                                       |
| Curriculum adaptation                | Good  | Good  | Good  |

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

|                                                                              | Foundation Stage                                                                              | Primary                                                                                         | Secondary                                                                                       |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Health and safety, including arrangements for child protection/ safeguarding | Very good  | Very good  | Very good  |
| Care and support                                                             | Good                                                                                          | Good                                                                                            | Good                                                                                            |

## 06 LEADERSHIP AND MANAGMENT

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

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



|                                                   |                     |                       |
|---------------------------------------------------|---------------------|-----------------------|
| <b>A. Registration Requirements</b>               | <b>Met Fully</b>    |                       |
|                                                   | <b>Whole school</b> | <b>Emirati cohort</b> |
| <b>B. International and Benchmark Achievement</b> | <b>Very good</b>    | <b>Not applicable</b> |

- In the recent Progress in International Reading Literacy Study (PIRLS) test, the school narrowly failed to meet its target score of 565 but improved on its 2016 score. However, in the National Agenda Parameter benchmark tests, progression in mathematics and science were outstanding. Progression in English was very good.

|                                                             |                     |                       |
|-------------------------------------------------------------|---------------------|-----------------------|
| <b>C. Leadership: International and Emirati Achievement</b> | <b>Very good</b>    |                       |
|                                                             | <b>Whole school</b> | <b>Emirati cohort</b> |
| <b>D. Teaching and Learning: Improving reading literacy</b> | <b>Very good</b>    | <b>Not applicable</b> |

- All subject leaders carefully analyse the data in the international assessment and benchmark reports. Based on their findings, relating to the skills and content gaps identified, they carefully adapt the curriculum to address the learning gaps. Teachers differentiate learning accordingly and monitor the implementation and the impact of these adaptations on students' progress.

- The school is very successful in using the data from the reading tests to identify any students who might be underachieving in their reading. Carefully planned reading interventions are designed and implemented. A consistent whole school approach towards reading has resulted in most students making at least expected progress in their reading proficiency.

**Overall school standards in the National Agenda Parameter are very good**

#### For Development:

- Ensure that leaders, at all levels, take responsibility for monitoring the effectiveness of the use of data in the classroom.



## Wellbeing



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

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

- The principal and leaders are committed to the wellbeing of staff, students and parents. The wellbeing team supports the implementation of the wellbeing policy. Data from annual surveys inform some priorities to address wellbeing issues among students. However, this information is not analysed sufficiently enough. The monitoring, evaluation and review processes are not robust enough to ensure sustainable and successful wellbeing provision and outcomes. The school recognises that providing more opportunities to enhance the wellbeing of students of determination is a priority.
- Students have access to informed and trusted adults for care and guidance. They also have positive relationships with their teachers whom they are able to approach for support when needed. The school regularly engages with parents and stakeholders to get their feedback and act on any wellbeing matters. All staff are consulted on their own wellbeing, and leaders take action to address any issues arising. Staff report that leaders take their wellbeing seriously and are very supportive of their work-life balance.
- Students have a secure understanding of their own wellbeing. They act as wellbeing monitors and take on various leadership roles within the school. They know that they are safe in school. They often take individual responsibility for ensuring that other students behave well. Students can explain the importance of keeping safe when online. Overall, students feel confident that they are part of a supportive school community.

### **For Development:**

- Enhance the monitoring, evaluation and review processes of wellbeing provision to ensure sustainable and successful improvements in provision and outcomes.

## UAE Social Studies and Moral Education

- Moral, Social and Cultural Studies (MSCS) lessons are taught in English in Years 2 to 11 as standalone lessons, with social studies incorporated into MSCS work and lessons. The school uses the Ministry of Education (MoE) framework and UAE textbooks supported by audio visual aids. In Year 6, the topics covered by the curriculum include aspects such as, empathy, charity and respect for others with links to UAE history. In Year 11, the curriculum covers more advanced areas for instance, the benefits and costs of globalisation.
- Students' progress is tracked so that leaders know whether students have absorbed their knowledge and understanding of specific topics. The MSCS curriculum is adjusted occasionally to address more complex concepts. Teaching is stronger in Primary where students display effective collaborative work on their topics. Among other measures, summative assessments are used to assess students' understanding, with end of year assessments for both Primary and Secondary.

## Arabic in Early Years

- Children are taught Arabic in FS and Year1 for one 50-minute lesson each week. In these lessons, they learn about phonics and the recognition of letters. They undertake very simple writing as well as linking words and the colouring of letters. All the common nursery rhymes are translated into Arabic to allow students to learn them in parallel with the English versions.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

|                   | Foundation Stage | Primary    | Secondary  |
|-------------------|------------------|------------|------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable   | Acceptable | Acceptable |

- Internal data indicate attainment is at curriculum standards in Primary but slightly above levels in Secondary. However, lesson observations and scrutiny of students' work confirm that attainment and progress is acceptable in both phases.
- Primary students demonstrate a secure knowledge of Islamic principles. This includes the Pillars of Islam and Pillars of Faith, values and, some aspects of Seerah. Students in Primary demonstrate better memorisation and recitation skills of the Holy Qur'an than those in Secondary.
- Secondary students develop a sound understanding of the application of Islamic rules to daily life. Their ability to research or to debate world issues in relation to the Holy Qur'an and Sunnah is emerging. Low expectations by teachers and limited challenge are slowing students' progress during too many lessons.

#### For Development:

- Ensure that learning activities provide an appropriate level of challenge to extend all students' understanding of Islamic principles and rulings.
- Provide more opportunities for students to discuss and analyse everyday situations with reference to the Holy Qur'an and Sunnah.

## ARABIC AS A FIRST LANGUAGE

|                   | Foundation Stage | Primary    | Secondary  |
|-------------------|------------------|------------|------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable   | Good       | Acceptable |

- Students' listening and reading comprehension skills are improving faster in Primary. They can read and analyse texts of various levels and enjoy improving their speaking skills. Overall, secondary students are achieving well and their progress in reading and writing is now stronger than speaking.
- Primary students' creative writing skills are improving. Students listen well and demonstrate an understanding of challenging tasks in this phase. They are less skilled in speaking standard Arabic, and in producing accurate grammar.
- The use of online Arabic reading applications, and students' participation in Arabic competitions, are enhancing students' language acquisition more in Primary than in Secondary. Fluent conversational skills are yet to be fully developed.

### For Development:

- Improve students' Arabic language skills by providing them with more opportunities to express their opinions and engage in conversations.
- Improve students' writing skills.

## ARABIC AS AN ADDITIONAL LANGUAGE

|                   | Foundation Stage | Primary    | Secondary    |
|-------------------|------------------|------------|--------------|
| <b>Attainment</b> | Not applicable   | Acceptable | Acceptable ↑ |
| <b>Progress</b>   | Not applicable   | Good ↑     | Acceptable   |

- A majority of students in Primary make clear progress in listening, speaking, grammar and reading comprehension. In Secondary a majority of students comprehend information contained in short texts and familiar issues. However, they do not always build on their prior learning quickly enough.
- Primary students understand high frequency words and phrases and can create short sentences. The reading and comprehension abilities of secondary students vary. Structured writing is improving in both phases. Students engagement in extensive dialogue is more confident in the better lessons.
- The department's approach to ability grouping is enabling more targeted interventions. The introduction of a reading platform and additional resources in the library is beginning to engage students more in their learning. However, the impact on students' speaking skills yet to be seen.

### For Development:

- Improve students' speaking fluency taking account of their differing starting points.

## ENGLISH

|                   | Foundation Stage | Primary | Secondary |
|-------------------|------------------|---------|-----------|
| <b>Attainment</b> | Good             | Good    | Good      |
| <b>Progress</b>   | Good             | Good    | Good      |

- Lesson observations, work scrutiny and data analysis confirm that most students make at least the expected levels of progress and attainment is strong across both Primary and Secondary. Excellent results were achieved in the IGCSE examinations last year.
- Students' speaking skills develop well as they progress through the school, beginning with the use of new vocabulary in FS and culminating in fluent critiques of each other's work in Secondary. The quality of writing is improving across the school. Written work seen in books in Primary and Secondary show improvement in content, presentation and handwriting.
- The successful initiative to improve reading across the school has led to gains in students' reading, listening and writing across all subjects. There are some limited opportunities for students to work more systematically above the expected levels.

### For Development:

- Provide opportunities, where appropriate, for students to work above age-related expectations.

## MATHEMATICS

|                   | Foundation Stage | Primary | Secondary |
|-------------------|------------------|---------|-----------|
| <b>Attainment</b> | Acceptable       | Good    | Good      |
| <b>Progress</b>   | Good             | Good    | Good      |

- Attainment is stronger in Primary and Secondary as students' understanding of mathematical concepts is more developed. In FS, many children are acquiring those skills. Across all three phases, a majority of students are making better than expected progress in mathematical skills against their starting points.
- In Year 1, students use the part-whole model to write addition sentences and add numbers using a number line. By Year 6, students can use negative numbers in the correct context to help them solve problems. Year 11, students can form their own quadratic equations from word problems and apply the quadratic formulae.
- Since the last inspection, there has been a focus on improving mental mathematics as starter activities. These are having a positive impact in terms of improving students' mental agility. However, they are not being used as effectively as they might be to support students' progress in Secondary.

### For Development:

- Ensure that all measures of students' progress are closely linked to the curriculum standards.

## SCIENCE

|            | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|-----------|
| Attainment | Acceptable       | Good    | Good ↓    |
| Progress   | Good             | Good    | Good ↓    |

- Students' attainment and progress are improving in FS and Primary because teachers plan more carefully for their learning. Lessons include more everyday scenarios and hands-on practical science activities. These improvements have not yet delivered their full impact on achievement.
- Secondary students benefit from more practical science and many demonstrate strong scientific knowledge and understanding. However, there are insufficient opportunities for them to describe and explain increasingly more complex ideas at length. This is leading to slower progress for some groups of students.
- Across the school, scientific inquiry is sometimes used well to investigate interesting questions. However, support and challenge for students is variable and does not always develop their capacities for methodical, and analytical scientific thinking,

### For Development:

- Provide more opportunities for students to describe and explain complex scientific concepts and processes.
- Make sure that students are provided with the support and challenge needed to improve their scientific skills.

## LEARNING SKILLS

|                 | Foundation Stage | Primary | Secondary |
|-----------------|------------------|---------|-----------|
| Learning skills | Good             | Good    | Good      |

- Children in FS enjoy learning and are keen to participate in group activities. Across the school, students demonstrate their commitment through collaboration and focused, independent learning.
- Students are confident users of digital technology and employ it to conduct research and inquiry-based learning. Vigorous debate, particularly in Secondary is supporting students' critical thinking skills. Students engage well with others often to check their own work and clarify their understanding.
- In Primary and Secondary, students know their strengths and areas for development, and they are mostly keen to share their learning with others. However, there are occasions when some students become passive learners and do not contribute sufficiently to group activities or in lessons.

### For Development:

- Ensure that all students are fully engaged during their lessons in order to optimise their learning and skills development.



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

|                             | Foundation Stage | Primary   | Secondary |
|-----------------------------|------------------|-----------|-----------|
| <b>Personal development</b> | Very good ↑      | Very good | Very good |

- Students demonstrate responsible and positive attitudes to school. They are self-disciplined and well-mannered. Students are proud to be part of the school. Their positive behaviour contributes to a harmonious learning environment. Children in FS are positive about school and take responsibility for themselves, their belongings and their work.
- Students are cooperative with and respectful of their teachers and one another. They are confident in sharing ideas with their classmates and teachers. They listen and appreciate the views that others share about their work.
- Across the school, students are developing a good understanding of maintaining a healthy lifestyle. They make wise choices about eating healthy food. Students participate in a good range of sports and physical activities. Attendance and punctuality are very good.

|                                                                                    | Foundation Stage | Primary     | Secondary   |
|------------------------------------------------------------------------------------|------------------|-------------|-------------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Very good ↑      | Very good ↑ | Very good ↑ |

- Students demonstrate a secure understanding of Islamic values and how these are reflected in the society of the UAE. Students appreciate values such as, kindness and respect and are aware of the Islamic practices, such as fasting in Ramadan.
- Students demonstrate a clear understanding of the culture and heritage of the UAE. They appreciate that the UAE is a safe, clean and diversified country which positively impacts on the life of all citizens. Children in FS recognise that they live in Dubai and can give the names of the seven Emirates.
- Students demonstrate a deep understanding and pride in their own culture and heritage. They also show appreciation of world cultures through participating in fairs and in international events. Nevertheless, their understanding of world cultures is still developing.

|                                                    | Foundation Stage | Primary     | Secondary   |
|----------------------------------------------------|------------------|-------------|-------------|
| <b>Social responsibility and innovation skills</b> | Very good ↑      | Very good ↑ | Very good ↑ |

- Students embrace responsibilities with pride, assuming roles such as prayer leaders. They contribute positively to the school and wider community through donating to help refugees and organising sporting events. Secondary students have established a tranquil 'Green Corner' for wellbeing support.
- Students exhibit a very positive work ethic, fostering innovation and creativity through Science Technology, Engineering and Mathematics (STEM), competitions and special days. Noteworthy achievements include developing hydroponic systems for vegetable growth, winning recognition for engineering skills and demonstrating enterprise by producing, marketing, and selling products.
- Students are passionate about sustainability and conservation. In FS, children learn about the importance of cleaning the ocean to care for marine life. Older students' campaign to reduce food waste and sustainability champions lead projects such as, tree planting, water conservation and recycling.

### For Development:

- Support students to develop a wider and deeper understanding of world cultures by taking advantage of the range of cultures represented in the school.
- Provide even more opportunities for students of all ages to initiate and lead projects that have a positive impact on the wider community.

### 03 TEACHING AND ASSESSMENT

|                                        | Foundation Stage | Primary | Secondary |
|----------------------------------------|------------------|---------|-----------|
| <b>Teaching for effective learning</b> | Good             | Good    | Good      |

- Across the school, teaching remains secure. Most teachers demonstrate strong subject knowledge and possess highly effective classroom management skills. Lesson plans are written to meet the needs of students although intentions are not always fully implemented. In FS, teaching provides too few opportunities for children to learn through play.
- Teachers' questioning in lessons is generally used well to check students' levels of knowledge, prompt critical thinking and challenge students to extend their learning. Teachers' collaborative involvement in the successful initiative to improve reading literacy has led to students becoming more proficient readers across all subject areas.
- Relationships between teachers and students are supportive and constructive allowing mature, and informed discussions in lessons. Sometimes tasks that are set for higher attaining students are not sufficiently demanding and opportunities are lost to challenge these students further.

|                   | Foundation Stage | Primary | Secondary |
|-------------------|------------------|---------|-----------|
| <b>Assessment</b> | Good ↑           | Good    | Good      |

- Under the careful supervision of the data manager, the school has developed effective systems to collate data, from all the separate strands, to feed into the individual class profiles. There has been an improvement in FS where assessment is now more closely aligned to the Early Learning Goals (ELG).
- The school analyses the data from all the external assessments to identify perceived student weaknesses. However, teachers are not yet using the information to inform their planning so that the needs of all groups of students are met.
- Since the last inspection, has been significant improvement in students' reading. Assessment information has guided intervention strategies that have had an extremely positive impact on students' outcomes as well as their enjoyment of reading.

#### For Development:

- Ensure that the intentions and interventions identified in the lesson plans are fully implemented.
- Raise expectations of the higher attaining students and ensure that tasks provided for them are sufficiently challenging.

## 04 CURRICULUM

|                                             | Foundation Stage | Primary | Secondary |
|---------------------------------------------|------------------|---------|-----------|
| <b>Curriculum design and implementation</b> | Good ↑           | Good    | Good      |

- The curriculum has a clear rationale to develop core knowledge and skills through experiences that help students communicate, collaborate and develop their critical thinking skills. The curriculum is fully compatible with the National Curriculum of England (NCfE) and MoE requirements.
- Continuity and progression are well considered so that the curriculum builds sequentially across the years. The range of curriculum choices provides older students with ample choices to support their interests and future intentions. Cross-curricular links are improving.
- Leaders use curriculum reviews to identify gaps in learning and guide lesson planning. The impact of these adjustments is improving, but teachers' skills in translating the broad curriculum aims into precise and clear learning intentions are still developing.

|                              | Foundation Stage | Primary | Secondary |
|------------------------------|------------------|---------|-----------|
| <b>Curriculum adaptation</b> | Good ↑           | Good ↑  | Good ↑    |

- The vast majority of students enjoy learning and benefit from accessing the different subjects they are offered. The curriculum has been suitably adapted to meet the requirements of the National Agenda. It is being adjusted to better meet the learning needs of students of determination and, higher attaining students.
- Students' experiences are enriched by the extra-curricular experiences that the school offers. These include artistic, sporting and academic opportunities as well as links with the community. This is having an increasing impact on students' learning and their personal development.
- Links with the UAE, its culture and society, are planned and evident in the majority of lessons. Students' understanding of these aspects is steadily developing, and the depth of study is becoming more consistent across the school.

### For Development:

- Further develop implementation of the curriculum so that the learning and development needs of students of determination and higher attaining students are met more effectively in every classroom.
- Support teachers in the translation of broad curriculum aims into more precise and clear objectives for lesson planning.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

|                                                                                      | Foundation Stage | Primary     | Secondary   |
|--------------------------------------------------------------------------------------|------------------|-------------|-------------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Very good ↑      | Very good ↑ | Very good ↑ |

- The school has comprehensive policies and procedures in place to safeguard students. All members of staff have received training and understand their child protection responsibilities. The school effectively maintains comprehensive and secure records which support their child protection and health and safety duties.
- Frequent evacuation drills ensure students and staff are well prepared for any emergency. The assembly point is multi-functional, serving as the bus collection point and emergency vehicles access. Chemicals for scientific experiments are securely stored, but the storage room does not yet have sufficient ventilation.
- The school upholds high standards of maintenance and cleanliness, catering well to all students' needs. Safe and healthy lifestyles, such as e-safety and healthy eating campaigns, are prioritised by staff and supported across the whole school.

|                         | Foundation Stage | Primary | Secondary |
|-------------------------|------------------|---------|-----------|
| <b>Care and support</b> | Good ↓           | Good ↓  | Good ↓    |

- The positive learning atmosphere in the school is driven by the strong bonds and respect shared between members of staff and students, as well as the students' positive attitudes toward learning. This environment contributes to high levels of attendance and punctuality.
- The school is successful in identifying and supporting students with specific learning needs, including those with exceptional abilities and those with gifts and talents. However, support which these students receive in the classroom is still variable.
- A school-wide system is in place to develop personal growth and support the welfare and wellbeing of every student. Secondary students benefit from guidance on life choices and career paths.

### For Development:

- Address the safety issues raised in the inspection and improve the evacuation contingencies to be used if the assembly point is occupied by school buses.
- Effectively implement the vision of inclusion to ensure that classroom practices are tailored to meet the diverse needs of all groups of students.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Acceptable

- The principal and leadership team demonstrate a strong commitment to fostering an inclusive educational environment. Leading this initiative, the head of inclusion, together with the team, implement the school's policy on inclusive education effectively. The team is dedicated and appropriately qualified for their roles and responsibilities.
- Most teachers possess a deep understanding of their students and are aware of the various categories the school uses to identify individual needs. However, the range of support strategies employed to address and develop the needs of students of determination and higher attaining students, is still limited.
- The school maintains a close partnership with the parents of students of determination and keeps them regularly updated on their children's progress. Parents are enthusiastic supporters of the school. Members of staff make considerable efforts to engage parents collaboratively with the aim of boosting students' academic advancement.
- There is some variability in the quality of differentiated lesson planning and implementation. Leaders are starting to investigate specialist, alternative educational pathways, aiming to enhance learning opportunities for all students.
- The tracking of students' progress is aligned with curriculum benchmarks rather than individual education plans (IEPs). However, this approach to monitoring student achievement does inform the educational planning process for each student.

### For Development:

- Ensure that IEPs are specifically tailored to address students' barriers to learning and also have a significant impact on lesson planning and provision.
- Ensure that all teachers offer tailored support and adapt the curriculum to improve student outcomes for all groups of students.

## 06 LEADERSHIP AND MANAGEMENT

|                                                        |             |
|--------------------------------------------------------|-------------|
| <b>The effectiveness of leadership</b>                 | Good        |
| <b>School self-evaluation and improvement planning</b> | Good        |
| <b>Parents and the community</b>                       | Very good ↑ |
| <b>Governance</b>                                      | Good        |
| <b>Management, staffing, facilities and resources</b>  | Good        |

- The principal, capably supported by his senior leaders, is determined to continue to improve students' academic and personal performance. Leaders have a commitment to respect, honesty, compassion and excellence. They have worked collaboratively to develop leadership capacity and improve staff appreciation of data, although this is not yet analysed forensically to identify where further improvement might be made to students' welfare, and their wellbeing. Relationships are professional, caring and supportive. Staff morale is extremely high.
- Procedures for monitoring and evaluating teaching are extensive and used well to inform professional development priorities but, less well to identify areas for further investigation. Improvement plans are comprehensive and based on the school's detailed self-evaluation. Priorities are broken down into manageable steps, but success criteria do not allow leaders to determine the success of their actions. Governors and leaders have addressed most of the recommendations from the last report although in class support for students of determination is still developing.
- The school is highly successful in involving the parent body. Parents say their involvement is encouraged and their views are heard. They receive regular updates about their children's academic progress and personal development supplemented by parent consultations and informal feedback. Parents of students of determination speak very highly of the support they receive. The school is actively involved in a range of local charitable events. Students benefit from visiting speakers and field trips as well as links with schools abroad.
- The governing board includes wide representation from a range of stakeholders including parent governors who ensure that parents' wishes are actively considered in school decision-making. The composition of the board has increased and broadened to support safeguarding and inclusion as well as Islamic Education and Arabic. Governor training has improved the effectiveness of governors and increased their confidence. Governors regularly review results and data, but this does not extend to forensically analysing data on students' welfare. Governors ensure statutory requirements are met.
- The school's day-to-day administration is effective and efficient. Staff and students are aware of school routines and practices. Governors and leaders ensure that there is a suitable number of well-qualified teachers to support the curriculum. Staff members are appropriately qualified and suitably supported through a range of professional development opportunities including those with their sister school. The school premises provide a safe and welcoming environment, but classrooms are too small for the large numbers in each one. Resources are sufficient and teachers make exceptionally good use of their own resources.

### For Development:

- Make use of available data by forensically analysing feedback in order to identify where further improvement might be made to students' welfare, wellbeing and personal development.
- Ensure that development planning includes success criteria which can be measured to allow leaders to determine the success of their actions.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)