ST. MARY PRIVATE HIGH SCHOOL

21 to 23 January 2026

School Overall Judgement | **Good**

SCHOOL QUALITY EVALUATION REPORT

Office of Quality and Evaluation, Ras Al Khaimah Department of Knowledge

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

2023-2024	2024-2025	2025-2026
Acceptable	Acceptable	Good

1. Students' achievement		Phase 1	Phase 2	Phase 3	Phase 4
Subjects		**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Islamic Education	Attainment	NA	Acceptable	Acceptable	Acceptable
Islamic Education	Progress	NA	Acceptable	Acceptable	Acceptable
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Arabic as a first language	Progress	Good	Good	Good	Good
Arabic as an additional language	Attainment	Acceptable	Acceptable	Acceptable	NA
Arabic as an additional language	Progress	Acceptable	Acceptable	Acceptable	NA
UAE Social Studies	Attainment	NA	Good	Good	NA
UAE Social Studies	Progress	NA	Good	Good	NA
English	Attainment	Good	Good	Good	Good
English	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
Mathematics	Progress	Good	Acceptable	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
Science	Progress	Good	Good	Good	Good

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	Good	Good	Good	Good
2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
2.3 Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Good	Acceptable	Good	Good
3.2 Assessment	Good	Acceptable	Good	Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Good	Acceptable	Good	Good
4.2 Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1 Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
5.2 Care and support	Good	Acceptable	Acceptable	Good

6. Leadership and management	Overall
6.1 The effectiveness of leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Partnership with parents and the community	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Good

KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Students' achievement in external examinations in IGCSE English, mathematics, and science is good, and in IA A-L chemistry is good.
- Students' progress in Arabic as a first language, social studies, English, and science is good.
- Students enjoy their learning and take increasing responsibility.

Parents

- Successful parent council in developing the school environment.
- Successful parent and community partnerships.
- Successful communication informs parents about their child's development.

Teachers

- Teachers' subject knowledge and the use of resources to enhance learning.
- Teacher-student interactions and the effective use of questioning.
- Teacher's lesson planning to provide engaging learning environments.

School Leaders

- The commitment and impact of school leaders to improve students' achievement.
- Most leaders understand the requirements of the National Curriculum in England.
- The governing body exerts a positive influence on the school's leadership.

What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Students' achievement
Improve achievement and learning skills by:
- planning opportunities for speaking and listening skills in Arabic as an additional language.
- raising achievement in external benchmarking assessments.

Teaching and assessment
Improve the impact of teaching and assessment on achievement by:
- providing opportunities for independent learning in Phase 2.
- using assessment data to influence teaching and learning and curriculum.

Leadership and management
Improve the impact of leadership and management on student outcomes by:
- training staff on how boys learn best in Phases 2 and 3.
- raising standards in teaching and learning by middle leaders.

MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Attainment	NA	Acceptable	Acceptable	Acceptable
Progress	NA	Acceptable	Acceptable	Acceptable

- Students' achievement in Islamic education is acceptable overall across all phases. In lessons and students' work, most students make expected progress in relation to their starting points across all phases.
- There are no external benchmarking assessments in Islamic education. The school's internal data show outstanding attainment in Phase 4. This does not align with what is seen in lessons and students' recent work, where attainment is acceptable, with most students attaining in line with expected curriculum standards.
- Students in Phase 2 understand how to apply Islamic law and etiquette to real-life contexts and can discuss the Noble Hadith, showing understanding of the meaning and related Islamic concepts. In Phase 3 and Phase 4, students can recite verses from the Holy Qur'an. However, students in Phase 2 lack understanding of Qur'anic words. Additionally, students in Phase 3 and Phase 4 cannot follow the Tajweed rules with fluency and accuracy.
- Overall, most students make expected progress from their starting points.

Areas for development:

- Develop students' understanding of Qur'anic words in Phase 2.
- Improve fluency and accuracy with the Tajweed rules in Phase 3 and Phase 4.

Arabic as a first language	**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- Students' achievement in Arabic as a First Language is good overall across all phases. The majority of students make better than expected progress in relation to their starting points across all phases. In lessons and students' work, most students attain levels that are in line with curriculum standards across all phases.
- The school's internal data show good progress across all phases. There is no external data for Phase 1 and Phase 2. External IBT benchmark data show weak attainment while ABT benchmark data show good attainment in Phase 3 and Phase 4. This does not align consistently with what is seen in lessons and students' work, where most students attain in line with curriculum standards.
- In Phase 1, children begin developing speaking skills. However, fluent speaking requires further development. In Phase 2, students make good progress in developing speaking, listening, and reading skills, exceeding curriculum standards. However, extended writing and expression skills require further development. In Phase 3, students develop good speaking, listening, reading, and writing skills. They can read and understand texts and analyse verses. In Phase 4, students demonstrate good progress in text analysis and writing.
- Overall, the majority of groups of students make better than expected progress from their starting points.

Areas for development:

- Develop extended writing and expression skills in Phase 2.
- Develop fluent speaking skills in Phase 1.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Acceptable	Acceptable	Acceptable	NA
Progress	Acceptable	Acceptable	Acceptable	NA

- Students' achievement in Arabic as an Additional Language is acceptable overall across all phases except Phase 4. Most students make expected progress in relation to their starting points across all phases. In lessons and students' work, most students attain levels that are in line with curriculum standards across all phases.
- The school's internal data show outstanding attainment and outstanding progress across all phases. This does not align with what is seen in lessons and students' work, where most students attain in line with expected curriculum standards and most students make expected progress. There is no external benchmarking data.
- In Phase 1, children develop adequate skills in analysing narratives and identifying ideas and characters. They can discuss with appropriate expressions and write simple sentences with some structure. In Phase 2, students develop basic literacy skills. They can comprehend level-appropriate narratives and know about paragraphs. In Phase 3, students can respond to oral questions using full sentences. However, they make grammatical errors. Additionally, writing skills and pronunciation require further development across all phases.
- Overall, most groups of students make expected progress from their starting points.

Areas for development:

- Develop writing skills across all phases.
- Develop pronunciation skills across all phases.

UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Good	Good	NA
Progress	NA	Good	Good	NA

- Students' achievement in UAE social studies is good overall across all phases. The majority of students make better than expected progress in relation to their starting points across all phases. In lessons and students' work, the majority of students attain levels that are above curriculum standards across Phase 2 and Phase 3.
- The school's internal data show good attainment and good progress across Phase 2 and Phase 3. This aligns with what is seen in lessons and students' work, where the majority of students attain above curriculum standards and make better than expected progress. There is no external benchmarking data.
- In Phase 2, students learn about the achievements, hobbies, visions, and aspirations of the late Sheikh Zayed. Students know about Tutankhamun and the environment of Egypt. In Phase 3, students understand the progress achieved by the UAE in all areas of knowledge, technology, health, and the economy. Students know about the Indian landscape and the importance of the River Indus to the Harappa civilization. However, students' analysis of social structures within civilizations requires further development. Additionally, their understanding of the impact of geographical environments on individuals and society is less secure.
- Overall, the majority of groups of students make better than expected progress from their starting points.

Areas for development:

- Develop students' ability to analyse social structures and civilizations.
- Enhance students' understanding of the impact of geographical environments on individuals.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Students' achievement in English is good overall across all phases. The majority of students make better than expected progress in relation to their starting points across all phases. In lessons and students' work, the majority of students attain levels that are above curriculum standards across all phases.
- Internal data show good attainment in Phase 2, very good in Phase 1 and Phase 3, and outstanding in Phase 4. External benchmark assessment data show weak attainment in Phase 2 and Phase 3. In Phase 4, students' attainment in IGCSE English is outstanding. This does not align consistently with what is seen in lessons and students' work, where the majority of students attain above curriculum standards across all phases. There is no external assessment for Phase 1.
- In Phase 1, children use phonics skills to blend and segment unfamiliar words and show confidence in speaking and communicating with their peers. In Phase 2, students can choose proper nouns related to the UAE and place them into simple sentences. However, students' use of descriptive compound sentences with expanded noun phrases, adjectives, 'and', and 'but' is underdeveloped in story compositions. In Phase 3, students can identify the difference between fact and opinion and articulate their ideas clearly. However, extended writing does not match their fluency in discussions in Phase 3 and Phase 4. In Phase 4, students can research the experiences of poet Benjamin Zephaniah and discuss with empathy and understanding the challenges he faced with dyslexia.
- Overall, the majority of groups of students make better than expected progress from their starting points.

Areas for development:

- Develop students' use of a greater range of adjectives to expand the noun phrases in Phase 2.
- Improve extended writing skills in Phases 3 and 4.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good	Good

- Students' achievement in mathematics is good overall except for Phase 2 where the achievement is acceptable. Most students make expected progress in relation to their starting points in Phase 2, while the majority of students make better than expected progress in Phase 1, 3 and 4. In lessons and students' work, most students attain levels that are in line with curriculum standards in Phase 2 and Phase 3, while the majority of students attain above curriculum standards in Phase 1 and Phase 4.
- Internal assessment data indicate outstanding attainment in Phase 1 and Phase 4, good attainment in Phase 2, and acceptable attainment in Phase 3. In Phase 3, IGCSE examination outcomes are outstanding, while International A-Level results in Phase 4 are weak. This does not align consistently with what is seen in lessons and students' work, where most students attain in line with curriculum standards in Phase 2 and Phase 3, while the majority attain above curriculum standards in Phase 1 and Phase 4.
- In Phase 1, children develop their number skills, counting to 35. In Phase 2, students further develop this knowledge by performing the four computational operations of addition, subtraction, multiplication, and division. Students can use accurate mathematical language when explaining their thinking. However, problem-solving skills require further development in Phase 2 and Phase 3. In Phase 3, students can manipulate algebraic expressions to solve problems. However, they are unable to

reason mathematically. In Phase 4, students can manipulate composite algebraic functions.
- Overall, in Phase 2, most groups of students make expected progress from their starting points, while in Phase 1, 3, and 4, the majority of students make better than expected progress.

Areas for development:
- Develop mathematical reasoning across all phases.
- Develop problem-solving skills and independence in Phases 2 and 3.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Good	Acceptable	Acceptable	Good
Progress	Good	Good	Good	Good

- Students' achievement in science is good overall across all phases. The majority of students make better than expected progress in relation to their starting points across all phases In lessons and students' work, most students attain levels that are in line with curriculum standards in Phase 2 and Phase 3, while the majority of students attain above curriculum standards in Phase 1 and Phase 4.
- Internal data show good attainment across all phases. In external benchmarking assessments, students' attainment is acceptable overall. In the IAS level, attainment is good in chemistry, acceptable in biology, and weak in physics. In IGCSE, the majority of students attain above curriculum standards in physics, while students attain in line with curriculum standards in biology and chemistry. This does not align consistently with what is seen in lessons and students' work, where most students attain in line with curriculum standards in Phases 2 and 3, while the majority attain above curriculum standards in Phases 1 and 4.
- In Phase 1, children can talk about water animals and name the parts of a fish. In Phase 2, students explore how rocks break and the significance of fossils by relating experiences to the UAE. Students learn about types of bones and how they help with movement. They know how physical workout impacts heart rate. In Phase 3, students can investigate parallel and series circuits and investigate how electromagnets are formed and used in real life. In Phase 4, students can conduct mitosis of onion root to investigate the mitosis index. Students demonstrate knowledge and skills in life and physical sciences. However, skills for scientific thinking, independent research, and investigation require further development in Phases 2 and 3. Additionally, practical and laboratory skills require further development in Phase 3.
- Overall, the majority of groups of students make better than expected progress from their starting points.

Areas for development:
- Develop scientific thinking and independent research skills in Phases 2 and 3.
- Developing practical and laboratory skills in Phase 3.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

- Students' learning skills are good overall across most phases, and acceptable in Phase 2. Students across the school enjoy learning and are increasingly taking responsibility for their own progress. They are aware of their strengths and weaknesses and can take steps to improve. This is particularly evident in Phase 4, where students know their strengths and understand how to use research information to inform the analysis of examination topics and reach higher grades. However, in Phase 2, students rely more

- on adult support and structured guidance to develop their learning skills.
- Students work effectively in pairs and groups across most phases, communicating their learning clearly to achieve common goals. Interactions and collaboration are purposeful and productive, particularly when students work on differentiated tasks. However, in Phase 2, collaboration is less developed, and students require more structured support.
- Students across most phases can make connections between different areas of learning and relate these to their understanding of the world. They make clear connections with previous learning and can transfer their knowledge and skills to other areas of learning and real-life contexts.
- Students use technology to support their learning and demonstrate developing problem-solving skills. However, critical thinking, independent research, innovation, and enterprise skills require further development across all phases.

Areas for development:

- Enhance students' collaboration skills to ensure better learning in Phase 2.
- Develop students' critical thinking, independent research, innovation, and enterprise skills across all phases.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students' personal development is good overall across all phases. Most students demonstrate positive and responsible attitudes. They are helpful to others and respond well to critical feedback that supports them to make further progress.
- Relationships between students and staff are positive and supportive across the school. Most students display good behaviour and self-discipline. Incidents of bullying are rare and are managed effectively when they occur. Students demonstrate confidence and maturity through leadership opportunities. However, the behaviour of some boys in Phases 2 and 3 requires further improvement.
- Students have a sound understanding of healthy eating and maintain active lifestyles. Students actively participate in school exercise activities and physical education.
- Students' attendance is good. However, a minority of students are not consistently punctual, which impacts their learning time.

Areas for development:

- Improve the behaviour of boys in Phases 2 and 3.
- Ensure all students understand the importance of punctuality to maximise learning time.

2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students' understanding of Islamic values and awareness of Emirati and world cultures is good overall across all phases. Students demonstrate a clear appreciation and understanding of how the values of Islam influence contemporary Emirati society. They can provide a variety of examples of how these values affect people's lives. Students understand Islamic values such as tolerance, respect, and care for others.
- Students are knowledgeable about and appreciative of the heritage and culture of the UAE. They participate in a range of cultural events, including National Day, Martyrs' Day, and Flag Day. However, students do not take the lead in initiating these events.

- Students demonstrate clear understanding and appreciation of their own culture and other world cultures. However, students' understanding and appreciation of the diverse cultures represented within the school community require further development.

Areas for development:

- Develop students' understanding of other cultures in the school.
- Enhancing students' leadership in initiating cultural events.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- Students' social responsibility and innovation skills are good overall across all phases. Students understand their responsibilities as members of the school community, and some take on key roles and responsibilities throughout the school. Their regular, constructive volunteer activities benefit the school and wider communities. Students participate in charitable events such as providing Iftar food packages and have organised collections to support less fortunate children. However, engagement in wider community events beyond school-organised activities could be expanded.
- Students show a positive work ethic and are eager to learn. They enjoy lessons and participate actively in the school council and other committees. They have creative ideas and enjoy developing their own projects. However, opportunities to develop innovation and enterprise skills across subjects require enhancement.
- Students care for their school and take part in activities to improve its environment. They participate in schemes that promote recycling and conservation locally and in the wider world. However, these opportunities are limited and could be expanded.

Areas for development:

- Expand students' engagement in local community events beyond school.
- Enhance students' innovation and enterprise skills across all subjects.

3. Teaching and assessment				

3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

- The quality of teaching for effective learning is good overall across most phases, and acceptable in Phase 2. Most teachers consistently apply their knowledge of their subjects and how students learn them. Teachers plan purposeful lessons, provide interesting learning environments, and use time and resources effectively. Most teachers have incorporated Rosenshein's principles in planning, which follow 'I do, we do, and you do,' enabling students to progress with guided practice and scaffolding. In Phase 4, teachers know their learners and understand how they learn. In the best science lessons, teachers use challenge questions to engage able learners. However, subject knowledge and understanding of how students learn are inconsistent in Phase 2.
- Teachers' interactions with students ensure that they are engaged learners. Questioning promotes thoughtful responses, and dialogue engages students in meaningful class discussions and reflections, particularly in Phase 4.
- Teachers use strategies that meet the needs of most students, including four-level differentiated tasks to address students' abilities and interests. However, differentiation is less consistent in Phase 2.
- Teachers systematically develop students' critical thinking, problem-solving, innovation, and independent learning skills, particularly in Phase 4. However, opportunities for

critical thinking, innovation, and independent learning are less consistent in Phase 2 and Phase 3.

Areas for development:

- Strengthen teachers' consistent application of subject knowledge and understanding of how students learn in Phase 2.
- Develop opportunities for critical thinking, innovation, and independent learning, particularly in Phase 2 and Phase 3.

3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

- The quality of assessment is good overall across most phases, and acceptable in Phase 2. Internal assessment processes are mainly coherent and consistent. They are linked to the school's curriculum standards to provide valid and clear measures of students' progress. The school benchmarks students' academic outcomes against appropriate external, national, and international expectations. However, benchmarking is inconsistent across subjects and phases.
- Assessment data are analysed in some depth. Information about students' progress, as individuals and as groups, is accurate and detailed, and is tracked over time through the recently introduced mark book and mini portfolio. The school uses baseline assessments, CAT4, and other assessment information to effectively influence teaching and the curriculum to meet the learning needs of almost all groups of students. The outcomes lead to the design of differentiated learning tasks that support students' abilities and interests. However, teachers' understanding of individual needs and provision of personalised challenge is inconsistent in Phase 2.
- Teachers have reasonable knowledge of the strengths and weaknesses of individual students in most phases. Teachers provide regular, constructive feedback and follow-up through the school's marking and feedback policy and the strength, improvement, reflection (SIR) framework. Students are sometimes involved in assessing their own learning. However, the consistency of feedback implementation varies across phases, particularly in Phase 2.

Areas for development:

- Ensure teachers consistently meet the individual needs of all groups of students, particularly in Phase 2.
- Ensue the effective and consistent use of the marking policy across all phases.

4. Curriculum				
4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Good	Good

- The quality of curriculum design and implementation is good overall across most phases, and acceptable in Phase 2. The curriculum has a clear rationale. It is broad, balanced, and age-appropriate, and is relevant and effective in developing knowledge, skills, and understanding. It closely follows the requirements of the school's authorised curriculum and national statutory requirements, including both the National Curriculum for England (NCfE) and MoE curricula. The curriculum is planned so that learning builds well on students' previous achievements in all key subjects and meets the needs of most students. Students are well prepared for their next stage of learning and for IGCSE examinations.
- The range of curricular options provides older students with ample choices that develop their talents, interests, and aspirations. Career choices and future educational pathways are supported through visits to the RAK Expo, talks from the career counsellor, and

individual parental consultations. Cross-curricular links are meaningful and planned. They are managed well in Phase 1 and assist students' transfer of learning between different subjects in Phases 3 and 4. However, cross-curricular links are in the planning stage for Phase 2 and are not fully implemented in lessons.

- The school conducts regular reviews of its curriculum to ensure good provision in almost all subjects and to meet the academic and personal development needs of most students. Termly reviews update curriculum content. However, curriculum reviews do not systematically use performance data to inform curriculum development and ensure the curriculum fully addresses the requirements of external benchmarking assessments in Phases 3 and 4.

Areas for development:

- Develop cross-curricular links in Phase 2.
- Ensure curriculum reviews systematically use performance data to meet the requirements of external benchmarking assessments in Phase 3 and Phase 4.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Acceptable	Acceptable

- The quality of curriculum adaptation is acceptable overall, and good in Phase 1. The school successfully ensures that teachers modify the curriculum to meet the needs of almost all student groups in Phase 1 through play-based learning, with an emphasis on role-play and life skills. In Phases 2, 3, and 4, the school makes adequate modifications to the curriculum to meet the needs of most groups of students. Students are set in English to ensure suitable support and challenge. The school provides curriculum adaptations for students with special educational needs and disabilities (SEND), English as an additional language (EAL), and English as a second language (ESL) through additional lessons, pull-out, and push-in sessions, particularly in mathematics and Arabic. However, curriculum modifications for SEND and high-attaining students are not consistently effective across all phases.
- The curriculum provides appropriate learning experiences for most students. Opportunities for enterprise, innovation, creativity, and social contribution are provided through most curricular areas. A variety of extra-curricular activities and community links enhance students' learning, including AI robotics competitions, visits to Saif Hospital, Red Crescent activities, football competitions, and art and writing entrepreneurship programmes. However, student participation in extra-curricular activities is low.
- Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to develop a clear understanding of the UAE's values, culture, and society.

Areas for development:

- Improve participation rates in extra-curricular activities across all phases.
- Enhance curriculum modifications to consistently meet the needs of SEND and high-attaining students across all phases.

5. The protection, care, guidance and support of students				
5.1 Health and safety, including arrangements for child protection/ safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Good	Good	Good

- The school has effective procedures for the safeguarding of students, including child protection. The school is effective in protecting students from all forms of abuse,

- including bullying. All staff, students, and parents are aware of these procedures and the point of contact for any concerns. Staff receive regular updates on safeguarding procedures to follow.
- School facilities are clean and hygienic, and the school environment is safe, hygienic, and secure. Safety checks are regular and thorough. Supervision of students is effective at all times, provided by rostered teachers and student volunteers, including on arrival and departure via buses and during car pick-up. However, routines for students' movement throughout the school, particularly in stairwells and corridors, require improvement in Phases 2 and 3 to ensure consistent safety.
- Buildings and equipment are well maintained. The school maintains comprehensive and secure records, including maintenance and incident records with clear prioritization and monitoring. Record-keeping in the clinic is thorough.
- The premises and facilities provide a safe and inclusive physical environment that meets the needs of all students. Several lifts enable access for those with mobility issues.
- The school's promotion of safe and healthy living is evident throughout most aspects of school life. A combined effort by senior and middle leaders, health specialists, and teachers supports the drive for healthy eating, fitness, and mental well-being. The clinic monitors obesity and offers support to students and parents.

Areas for development:

- Improve routines for students' movement in corridors and stairwells, particularly in Phases 2 and 3.
- Ensure boys' behaviour management supports a safe learning environment in Phases 2 and 3.

5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Good	Acceptable	Acceptable	Good

- Staff have positive relationships with all students in Phases 1 and 4, and courteous relationships with students in Phases 2 and 3. Systems and procedures for managing students' behaviour are successful in Phases 1 and 4, and adequate in Phases 2 and 3. Behaviour problems in class are rarely seen in Phases 1 and 4. However, there are behaviour issues amongst a minority of boys in Phases 2 and 3, particularly in corridors and during transitions.
- The school's approach is effective in promoting very good attendance and punctuality, with attendance improving to 96% this academic year.
- The school has appropriate systems to identify students with special educational needs and those who are gifted and talented. In-class support for SEND students is effective in Phases 1 and 4, and appropriate though inconsistent in Phases 2 and 3. While gifted and talented students are extended through a wide range of extra-curricular activities, competitions, and events, in-class provision to meet their needs is limited across all phases.
- The well-being and personal development of all students are regularly monitored through daily interaction with form teachers and student surveys. This information is used to provide effective personal and academic guidance and support, including careers counselling sessions and visits to local universities for senior students.

Areas for development:

- Enhance in-class support to meet the needs of gifted and talented students and SEND students across all phases.
- Improve behaviour management in Phases 2 and 3.

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Partnership with parents and the community	Good
6.4 Governance	Good
6.5 Management, staffing, facilities, and resources	Good

- Most leaders at all levels, including the principal, set a clear direction and vision that demonstrate commitment to the UAE national and Emirate priorities. Leaders have a commitment to inclusion. The principal and senior leaders are new in post and have used a roadmap approach to address recommendations from the last inspection report, focusing on teaching and learning to raise attainment. This is evident in the school's strategic plans. Most leaders demonstrate secure knowledge of the curriculum and best practices in teaching and learning. They have established a positive learning culture in some parts of the school. Relationships and communication throughout the school are effective. Senior leaders and middle leaders are accountable and are beginning to use data effectively. However, there is an inconsistency in addressing potential barriers to learning, particularly for boys in Phases 2 and 3. The school is compliant with statutory and regulatory requirements.

- Self-evaluation, using both internal and external data, is increasingly used in the school's improvement planning, though implementation is inconsistent in practice. The school has a realistic view of some key improvement priorities. Leaders monitor teaching and learning and provide feedback to teachers. There has been good progress in addressing most recommendations from the previous inspection. However, monitoring of teaching does not place sufficient emphasis on the impact on students' learning.

- The school successfully involves parents in their children's learning and school life as key partners. The views of parents are considered when shaping school improvement priorities. Parental involvement makes a positive contribution to raising standards. The parent council has representation on the governing body and influences decisions related to health and well-being. Coffee mornings provide an effective means of direct communication with school leaders. The school has effective partnerships with the wider community, including membership in the St Mary's group of schools, which provides regular training and opportunities to share good practice, positively impacting learning developments.

- Governance includes representation from most stakeholders. The governing body has been reformed to align with key school priorities and consists of professional experts who ensure accountability for the school's performance. The chair of the governing body monitors the school's performance and holds leaders to account. The governing body seeks the views of stakeholders and addresses key issues through the parent council. However, the student council is not represented on the governing body.

- Most aspects of the day-to-day management of the school are well organised, impacting positively on students' achievements. Clear routines support student movement throughout the school. The school has carefully selected new staff to promote students' achievements and ensure appropriate staffing to deliver the NCfE. The premises and facilities are appropriate. However, many staff members are newly appointed, and insufficient time has elapsed to see the full impact on students' achievements.

Areas for development:

- Ensure middle leaders consistently use data and monitoring to drive improvements in attainment.
- Continue recruiting qualified teachers for the NCfE to ensure appropriate expertise across all phases.

Provision for Arabic

- There are 24 Arabic teachers and 389 Arab students. The ratio is 1:16.
- The school library is resourced with Arabic materials. It has 220 Arabic fiction books and 15 non-fiction books. The non-fiction collection is limited and requires expansion to support research and independent learning.
- Reading is supported through classroom reading corners, structured reading activities, and curriculum-linked texts. Technology supports the reading provision through digital resources and interactive activities that enhance students' motivation, comprehension, reading, and listening skills.
- The school offers a range of extra-curricular activities to promote reading and Arabic language learning. These include monthly reading competitions, Arabic calligraphy competitions, the Arab Reading Challenge, educational trips to the Cultural Centre, and an Arab figures exhibition. Students are encouraged to participate in both school-wide and external competitions.

Provision for KG

- Staffing provision: 17 teaching staff, 17 teaching assistants, with a ratio of 1:15.
- Indoor facilities include a dedicated space for role play and experiential learning, allowing students to simulate real-world scenarios. An indoor playground includes a climate-controlled environment focused on physical activity, gross motor skill development, and active play. The Practicum House is a specialised zone for life-skill-based activities and advanced role play to foster independence.
- Outdoor facilities include a garden which has space for nature-based exploration and quiet reflection. The area is designed for high-energy play and social interaction during scheduled breaks.
- Induction for new children includes a parent orientation week prior to the first day of school. Classroom visits establish the new learning environment for children. Meet the teacher is an opportunity for parents to establish a rapport with the teaching team.