

INSPECTION REPORT

2022-2023



APPLE INTERNATIONAL SCHOOL

UK CURRICULUM









GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1994
	Website	www.apple.sch.ae
	Telephone	97142638989
	Principal	Jaya Menezes
	Principal - Date appointed	9/1/2018
	Language of Instruction	English
	Inspection Dates	30 January to 03 February 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	4014
	Number of Emirati students	21
	Number of students of determination	153
	Largest nationality group of students	Pakistani

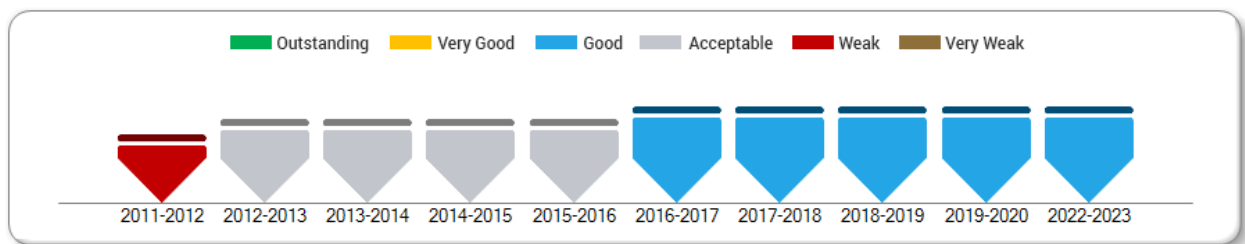
TEACHERS

	Number of teachers	278
	Largest nationality group of teachers	Indian
	Number of teaching assistants	54
	Teacher-student ratio	1:13
	Number of guidance counsellors	4
	Teacher turnover	29%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, A Level
	Accreditation	N/A

School Journey for APPLE INTERNATIONAL SCHOOL



Summary of Inspection Findings 2022-2023

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

- Students' attainment across all phases, including the developing post-16 phase, remains good overall, with Foundation Stage (FS) children now making very good progress in all key subjects. Attainment is acceptable in post-16 subjects, and in Primary and Secondary Arabic as an additional language. FS children's very good learning skills include curiosity and enquiry. Students in other phases do not always access the same enquiry-based learning experiences in their subjects.
- Across the school, students' highly responsible, respectful, and collaborative behaviour contributes significantly to the school's positive climate for learning. In all phases, students demonstrate their engaged understanding of Islamic values and their importance to the UAE society. Secondary and post-16 students make important contributions to the life of the school and wider community through their leadership and benevolent activities.

PROVISION FOR LEARNERS

- Teaching remains good across the school. Strengths include a consistently secure subject knowledge. In a minority of lessons, planning to meet the needs of all groups of students is not well implemented. Teachers generally use assessment data effectively to identify students' strengths and development needs. They do not, however, use information on reading skills as well as they could, to match tasks to reading comprehension levels.
- The curriculum provides students with a suitably broad course of study that balances knowledge and understanding with skills development. In FS, children have considerable scope to learn through enquiry. Older students lack adequate choice of vocational options. Most teachers adapt the curriculum effectively to meet students' needs, including those with gifts and talents. However, they do not always meet the needs of lower-attaining students.
- The school on each of its campuses provides a safe and secure environment, with well-shared arrangements for child protection. Within the very effective arrangements for the care, guidance and support of all students, additional specialist staff now provide helpful advice to senior students on next steps beyond school. The school is inclusive and makes good provision for students of determination.

LEADERSHIP AND MANAGEMENT

- The experienced principal and her leadership teams lead the school well. Leaders have sustained good levels of students' performance and secured further improvement, notably in FS. School self-evaluation remains accurate with scope to focus more sharply on lesson outcomes. Strong partnership with parents continues to support students' extended learning well. Governors have supported additional staffing. Technology infrastructure and library resources are underdeveloped.

The best features of the school:

- Students' personal development that manifests itself in responsible behaviour across the school
- Students' community involvement in innovating and leading activities that benefit others within and beyond the school
- Very good assessment practice that contributes to good standards of teaching across the school
- Very good arrangements for health and safety, and the extension of very good provision for students' care and support in the whole school
- Very good partnership with parents that contributes to their children's learning

Key recommendations:

- Ensure that teaching raises students' achievement through closer attention to the needs of lower-attaining students and those whose reading skills limit their progress.
- Provide wider opportunities for curriculum choices in the upper years of Secondary, and in Post-16, to meet the needs and aspirations of all groups of students.
- Focus lesson observations more sharply on the context of lessons and on how well teaching supports all groups of students to make progress in the development of knowledge, understanding and skills.
- Resource the school appropriately to support students' key learning skills when using learning technologies, and by developing the various libraries' Arabic and English book stock, as well as their furnishings and facilities.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
<p>English</p>	Attainment	Good	Good	Good	Acceptable
	Progress	Very good	Good	Good	Good
<p>Mathematics</p>	Attainment	Good	Good	Good	Acceptable
	Progress	Very good ↑	Good	Good ↓	Good
<p>Science</p>	Attainment	Good	Very good	Good	Acceptable
	Progress	↑ Very good	Very good	Good	Good
Learning skills		Very good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Very good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations.	is approaching expectations.

- Over two cycles of TIMSS assessments, students in Years 5 and 9 improved their performance and substantially exceeded the target scores. No progress data are available for PISA tests. In GL benchmark tests, most students progressed in line with expectations in English and mathematics, but a majority exceeded expectations in science.
- There are no data for Emirati students from TIMSS and PISA tests. In GL tests, most Emirati students performed in line with expectations in English and mathematics, while in science a large majority achieved above expectations.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations.

- Senior and middle leaders have a very good understanding of PISA, TIMSS and GL reports. and use proficiency levels well to plan improvements. Gaps in learning are identified through rigorous analysis and addressed in curriculum planning. Individual targets are agreed for all students. Teachers 'reflection books' include targets and analysis of data. The targets inform lesson planning to meet students' needs, although implementation is still variable.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.

- Appropriate reading assessments have been implemented. Reading improvement strategies used in English and some other subjects lack interventions for weaker readers. Across the school critical thinking skills are given high priority.
- A similar picture exists for Emirati students in respect of critical thinking, reading assessment and general strategies for improving reading. Emirati students' reading scores are on average slightly lower than those of non-Emiratis.

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

For Development:

- Implement an intervention programme to raise reading levels of all students but with an initial focus on weaker readers.
- Ensure that all teachers take account of students' reading levels when planning lessons.

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- All members of staff and students interact respectfully with one another to create a happy learning environment. Students' participation in extra-curricular activities develops a sense of connection. Middle managers and teachers promote student-led initiatives. The principal and governors know the strengths and areas for development, holding senior leaders to account. The accuracy of data collected about students, including students of determination, informs whole-school curriculum planning. Wellbeing self-care breaks are encouraged for all during the day.
- Staff identify students with wellbeing issues and help them to look after themselves. Parents work with the school and report that their opinions are heard. The school counsellor is available to support staff and students where help is needed. Students have good opportunities to share their views. There are well-developed programmes and reviews of wellbeing needs, which are discussed directly with students and staff. The school counsellor is available to help staff with wellbeing concerns on a walk-in basis.
- Students feel happy and safe in school. The school integrates the wellbeing curriculum across subjects and phases. Additional activities create communities of interest where students can socialise while doing something they enjoy. A mapping and review of the wellbeing curriculum is under development to provide increased cohesion and focus to the school's work. The school promotes healthy lifestyles, where students consider their own and others' safety. They are aware of influences for instance, peer pressure, social media, and cultural values. Healthy eating is encouraged by ensuring that healthy food is available.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural education framework very closely. Time allocated to the subject complies with curricular requirements. Students are taught in mixed ability classes, except in Year 12 where they are in single gender groups. In Year 2, class teachers deliver the curriculum but from Years 3 to 12 students are taught by specialists. The course is taught in English.
- Teaching follows prescribed curricular content. Teachers enable students to engage in debate, particularly in Secondary and Post-16 where they have a greater depth of knowledge to share. Students access texts and other resources, and research using learning technology. Assessment follows the school's processes with two summative assessments each term and ongoing assessment procedures. The subject is included in the school's reporting process.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Acceptable
Progress	Not applicable	Good	Good	Good

- Lesson observations and students' work show that the majority of students makes better than expected progress from their starting points. Although students' attainment in Primary and Secondary has improved, attainment remains broadly in line with curriculum expectations at Post-16.
- Most students have a clear understanding of Islamic concepts and laws, and Islamic etiquette. A majority exceeds expectations in their recitation skills of The Holy Qur'an. However, memorising and Tajweed are still underdeveloped areas for students. Non-Arab students are making faster progress than Arab students.
- Students demonstrate a sound knowledge of the Seerah and the life of the Prophets. They can apply their knowledge gained in lessons to everyday situations. Students make more progress in understanding than in using Islamic manners and etiquette.

For Development:

- Further develop students' recitation and memorisation skills of The Holy Qur'an and in applying the rules of Tajweed.
- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning of the subject.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Acceptable

- Internal assessment data indicate that attainment is in line with curriculum standards. Students' recent work in lessons confirms this. Students' listening, speaking, and reading comprehension skills are well developed, particularly in Primary. Overall, girls' achievement is stronger than that of boys.
- Students in Primary can analyse stories and summarise their content. In Secondary, students are keen to debate and read. They write at length using standard Arabic. In Post-16, students write essays of appropriate length using new vocabulary, but with direction from their teachers.
- Teaching is still not sufficiently challenging to enable all students to excel. Students lack access to a sufficiently wide range of reading materials to improve their literacy skills. Despite a focus on the development of written work, across all phases, skills in creative writing are not yet well developed.

For Development:

- Provide opportunities for students to write at length independently.
- Ensure that all teaching and learning includes appropriate challenge.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Internal assessment information indicates expected levels of attainment, confirmed in lessons and in students' recent work. Students across Primary and Secondary make good progress in listening and speaking. In Secondary, they develop stronger speaking and reading skills.
- Across all phases, most students can engage in conversations about familiar topics and write complete sentences. They can analyse simple familiar texts. In Year 9, students have secure comprehension and communication skills. Students respond in writing using connecting words and tenses, but their independent writing skills are underdeveloped.
- In lessons, students spend more time on acquiring vocabulary and answering questions than on developing the language skills needed for communication. Therefore, their ability to speak in different contexts, and to write independently, are less secure.

For Development:

- Improve student's speaking skills and their independent writing skills.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Very good	Good	Good	Good

- FS children show rapid progress in speaking and comprehending. They have improved their listening skills from the many opportunities given to them for language development. Primary students build on these, but secondary and post-16 students lack the literacy skills to meet and exceed expectations.
- All students have good spoken English because of the development of subject-specific vocabulary in all subjects. This has not yet influenced the quality of students' writing. Students lack practice in editing skills and in the use of expressive language to structure well-crafted written answers that gain the highest grades.
- The reading improvement strategy has shown success in every phase because all subject leaders promote it equally. Weak readers, and those at early stages of acquiring English, use technology to help them, which supports their understanding.

For Development:

- Build on the success of the reading across the curriculum initiative to close the gap between students' spoken language, reading skills, and writing.
- Ensures that all teachers model and teach writing skills competently so that more students reach age-related standards.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Very good	Good	Good	Good

- Children in FS make rapid progress in understanding numerical patterns. In lessons and their most recent work, post-16 students demonstrate levels of knowledge, skill and understanding that are in line with curriculum standards.
- Young children use numbers and labels. They can count to ten and can subtract numbers to five. In Primary, they can interpret and construct tally charts of their favourite animals. In Secondary, they calculate the paper needed to cover the surface area of a cuboid using a formula. In Post-16, students work confidently on statistics and probability.
- Engaging teaching, building on prior learning, and identifying gaps in students' knowledge and understanding, supports students' consistent progress throughout the school. Nonetheless, students in Primary and Secondary are less confident with algebra, while post-16 students find calculus particularly challenging.

For Development:

- Ensure that primary and secondary students understand the numbers and variables in algebra.
- Ensure that post-16 students are more confident with calculus.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Good	Acceptable
Progress	Very good	Very good	Good	Good

- Most children in FS meet, and a majority exceeds, the early learning goals for science. They demonstrate strong progress from starting points, despite few opportunities for active learning. Primary students continue to demonstrate very strong achievement. This continues in Secondary. Attainment is less strong at Post-16.
- Post-16 students show similar levels of attainment in physics, chemistry and biology and are making strong progress in developing their understanding. Numbers are small, and as yet there are no outcomes at Advanced Level (A Level), and only limited evidence of success so far at Advanced Supplementary Level (AS Level).
- Students develop very strong investigative skills, controlling variables and testing their hypotheses in most phases. In Post-16, students have fewer opportunities for independent investigation, but they develop their ability to carry out more complex practical work when guided.

For Development:

- Raise the standard of achievement in external assessments in all sciences in Secondary and Post-16.
- Ensure that all children in FS have opportunities to learn from practical activities.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Good

- Children in FS are eager participants who make meaningful connections between what they know and new concepts they learn, for instance, when they build robots. Across other phases, students try hard to apply their skills to new contexts but not always independently.
- In Islamic Education and Arabic, students are challenged to think deeply and to find their own solutions to problems. In mathematics and science, students' learning links well to everyday issues. Most other subjects provide sufficient opportunities for research and the use of learning technologies.
- Most students' skills in reading are improving because reading has become a whole-school focus. Children in FS communicate effectively. Older students enjoy debating and leading learning but have insufficient opportunities to develop these skills fully.

For Development:

- Increase opportunities for all students to use the skills they have and apply them to planned tasks of enquiry and research.
- Provide greater opportunities for self-directed and discovery-based learning for children in FS.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding

- Throughout the school, students' attitudes and behaviour are exemplary. They demonstrate strong self-reliance and take responsibility for their actions. Older students are self-disciplined and mature.
- Relationships between staff and students are very positive, friendly, and respectful. Students willingly help one another. They understand the importance of maintaining a healthy lifestyle. They know how to keep fit and enjoy participating in a wide range of sporting activities.
- Students have high levels of attendance across the school. They return to classes punctually from all activities and in a very orderly manner. Attendance and punctuality are closely monitored.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students have an excellent understanding and appreciation of Islamic values and how they influence their own daily lives. They recognise that Islamic values, tolerance, and diversity influence life in the UAE.
- Students are knowledgeable about the heritage of the UAE and the most important historical events. They are highly appreciative of the Emirati culture and heritage and celebrate all national events.
- Students are well aware of their own cultures. Most older students can give social and historical details about their own countries. However, the appreciation of some aspects of their own cultures and world cultures is less strong among younger students.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Environmental and Green Ambassadors promote conservation throughout the school. Students in FS and Primary participate and support community services such as, 'Food and Clothes Collection' drives. Students in upper phases have very strong environmental awareness and support charitable organisations, and social contribution initiatives, for instance, the Green Hope Foundation.
- FS children have opportunities to be innovative and resourceful through recycling projects. Secondary students engage in enterprise activities that have a significant social impact, such as 'Market Day', where they sell their organic produce. Students have an exemplary approach to their work.
- Throughout the school students demonstrate care for their school and environment by reducing water and use of electricity. Students in the upper phases organise debates about global development goals through the Junior Model United Nations [JMUN].

For Development:

- Provide more opportunities for FS children and primary students to initiate projects.
- Enhance students' knowledge and understanding of worldwide cultures, particularly in the lower grades.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- Most teachers have a thorough knowledge of their subject. Teachers in FS and Primary understand the need to plan opportunities for children to interpret their tasks independently. This is less evident for older students whose teachers sometimes feel constrained by examination preparations.
- Teachers use questioning effectively to check students' understanding and review how well they have progressed. Most lesson activities develop students' skills of collaboration and independence. Tasks that provoke thought, decision-making, and evaluation are evident, but variable across subjects.
- Teachers understand students' different learning needs and have a range of strategies to meet them. In most lessons, planned tasks, activities, and resources are less well matched to ensure that students, at all levels of attainment, maximise their progress.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good	Very good	Very good

- Assessment processes are closely aligned to the requirements of the National Curriculum for England (NCfE) from FS to Key Stage 4 and meet examination board requirements. Assessment of the Ministry of Education (MoE) subjects across the school now meets requirements.
- Most teachers use their reflective journals very well to analyse data sets, integrating CAT 4 targets and internal and external assessments. Only a minority includes reading scores for consideration. Teachers use these to plan lessons to meet the needs of groups, although the implementation of these is variable in lessons.
- Students and parents are part of the target-setting process. Across most subjects, students routinely assess their own work and that of their peers, using high-quality procedures. Teachers' feedback to parents is frequent and of high quality.

For Development:

- Improve the implementation of planned learning activities to provide support for students of all abilities.
- Ensure that all teachers plan lessons using reading age data so that lesson materials are understood by all students.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good

- The curriculum is broad, balanced and age appropriate. It is relevant and effectively develops students' knowledge, skills, and understanding. The well-differentiated FS curriculum meets children's needs well, while new provision in Post-16, offers a range of academic subjects.
- Provision is planned so that it builds on students' prior learning, especially in mathematics and science. It meets the needs of most students so that they are well prepared for their next stage of education. Curricular choice from Year 10 onwards lack vocational options to enable students to follow their own interests.
- Teachers' 'bubble planning' supports students to make cross-curricular links between the different subjects. Regular reviews ensure that the curriculum is evolving to meet the needs of the school's growing student population.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Good	Good	Good

- Teachers carefully adapt the curriculum to motivate and engage learners. The needs of almost all groups of students are met. Individual Education Plans (IEPs) ensure that tasks are modified for those who need it.
- Adaptation is prioritised and reviewed at regular planning meetings. Teachers take into account the progression and continuity of the curriculum content. Assessment information in teachers' reflective journals is used to plan appropriate tasks which meet the needs of most students.
- Links with Emirati culture and society are well embedded. Opportunities for enterprise, innovation, and creativity are planned into lessons. There is an appropriate range of extra-curricular activities.

For Development:

- Ensure that a broader range of extra-curricular activities is developed at each phase.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has very good systems and policies in place to ensure that child protection is effective in both locations. It is successful in protecting students from abuse, including bullying and cyber-bullying and through social media.
- Students move around the school in an orderly fashion. Both school campuses are very safe, secure, and provide hygienic environments. Competent staff organise school transport successfully. Gate security is very effective on both sites. Emergency evacuation procedures are practised regularly and monitored carefully.
- The buildings and equipment on both sites are maintained to a high standard. Two highly-effective clinics support student and staff needs. Healthy lifestyles are given a high profile in the school through collaboration among teachers, parents, and medical staff.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- Across all phases, arrangements to promote attendance and punctuality are largely effective. Relationships between staff and students are respectful and friendly, and mutual trust and confidence is evident in their interactions. The systems for management of the code of behaviour are also effective.
- Thorough systems are in place to identify students of determination, and those with gifts and talents. All are well involved in the life of the school. The inclusion leaders and teachers are committed to the early identification and design of modified interventions to assist progress through the school.
- Students value the provision of high-quality support and guidance with subject choices and career paths. Leaders and staff prioritise students' wellbeing and their personal development appropriately which they monitor closely, alongside the provision for students of determination.

For Development:

- Broaden the range of interventions for students with gifts and talents to ensure their best personal and academic progress.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The inclusion governor and champion facilitate an inclusive ethos. They respond to the diverse needs of all students. They take responsibility for their progress and for improving their life chances, as an integral part of the inclusive education improvement plan.
- The inclusion team makes effective use of assessment tools to identify barriers to students' learning accurately, and to personalise interventions. The school categorises students' barriers to learning in line with KHDA guidance.
- The school keeps all parents well informed of their children's progress through formal and informal reporting, including personalised feedback. Parents and students are involved in the development and review of the IEPs, which are well focused on meeting students' needs.
- Provision is modified according to need. This ensures relevant and meaningful learning opportunities for students of determination. Curriculum modifications promote independent learning skills and ensure that additional interventions and support from a learning support assistant (LSA) promote students' personal and social development.
- Assessments ensure that effective teaching leads to students' good progress in their learning and personal development. There is some inconsistency in teachers' feedback to students on their written work. Some students of determination contribute to the design, implementation and review of their IEPs and are becoming increasingly independent.

For Development:

- Ensure that class teachers and LSAs always work in partnership and follow the IEP strategies for students of determination.
- Provide high-quality written feedback to students in accordance with the school's marking policy.

6. Leadership and management

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

- The experienced principal provides clear direction to the work of the school with its renewed vision which is focused on learning in an inclusive school. Leaders at all levels know and understand the rudiments of good teaching. They work collaboratively in various teams adhering to the clear lines of accountability. They sustain good school performance and have secured further improvements in students' outcomes, notably in FS. Leadership at Post-16 has overseen generally good progress in key subjects.
- The school's self-evaluation processes are systematic and include the rigorous interrogation and application of data. The school knows its strengths and areas for development, but the evaluation of post-16 outcomes and provision is overly optimistic. The regular and broadly accurate monitoring and evaluation of teaching is impacting on students' achievement but lacks sharp focus on lesson outcomes and success criteria. Improvement planning with identified priorities is helping to sustain good levels of performance. Recommendations made in the previous report have been well addressed.
- The school enlists parental partnership effectively, through engagement with the parents' council, parent-teacher meetings, and informal events. The school supports parents well with information on how to support their children's learning at home, through informative and helpful communication and online events. Parents find progress reports helpful and value the supplementary information from teachers. The school sustains a range of positive community outreach projects locally, nationally, and internationally, all of which are of benefit to students.
- The governing board's wide membership includes representation of students, parents, and staff. Governors survey stakeholders' views. Individual governors focus on particular aspects of the work of the school and familiarise themselves with the school's strengths and areas for development. This enables the board to hold leaders properly accountable for the school's performance. Governors are planning further expansion to alleviate space constraints in Primary. Although they have supported important additions to staffing, significant aspects of resources, both human and material, have not been addressed.
- Daily routines create an orderly and purposeful climate for learning. Efficient timetabling across the school accommodates senior students' option choices even where uptake is small. More specialist staff now enable more inclusive practice and provide advice and guidance for senior students. Professional development is supporting good levels of teaching but does not yet focus sharply enough on meeting the needs of all groups of students. Constraints in the Primary campus, and unstable Wi-Fi in Secondary, is restricting students' capacity to pursue active independent learning. School libraries are underdeveloped.

For Development:

- Extend leadership capacity to guide the development in Post-16.
- Focus lesson observations more sharply on how well teaching supports the needs of all groups of students.
- Ensure that the IT infrastructure in Secondary supports students' independent learning and research skills.
- Provide well-stocked libraries to support students' recreational reading and independent study.

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 QA.Schools@khda.gov.ae