

GOOD



2019-2020

# INSPECTION REPORT



























UK CURRICULUM

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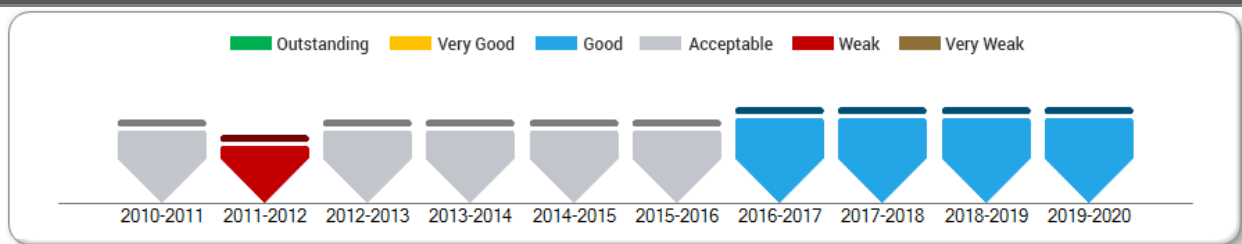
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## School Information

|                     |   |                                       |
|---------------------|---|---------------------------------------|
| General Information |  Location                                | Al Qusais                             |
|                     |  Opening year of School                  | 1994                                  |
|                     |  Website                                 | www.apple.sch.ae                      |
|                     |  Telephone                               | +97142638989                          |
|                     |  Principal                               | Mrs. Jaya Menezes, Mr. Mahesh Sajjani |
|                     |  Principal - Date appointed              | 1/9/2018                              |
|                     |  Language of Instruction                 | English                               |
|                     |  Inspection Dates                        | 27 to 30 January 2020                 |
| Students            |  Gender of students                      | Boys and girls                        |
|                     |  Age range                               | 3-16                                  |
|                     |  Grades or year groups                   | FS 1-Year 11                          |
|                     |  Number of students on roll              | 2723                                  |
|                     |  Number of Emirati students              | 26                                    |
|                     |  Number of students of determination     | 111                                   |
|                     |  Largest nationality group of students  | Filipino                              |
| Teachers            |  Number of teachers                    | 269                                   |
|                     |  Largest nationality group of teachers | Indian                                |
|                     |  Number of teaching assistants         | 46                                    |
|                     |  Teacher-student ratio                 | 1:10                                  |
|                     |  Number of guidance counsellors        | 3                                     |
|                     |  Teacher turnover                      | 10%                                   |
| Curriculum          |  Educational Permit/ License           | UK                                    |
|                     |  Main Curriculum                       | UK                                    |
|                     |  External Tests and Examinations       | Cambridge Checkpoints, IGCSE          |
|                     |  Accreditation                         | CAIE                                  |
|                     |  National Agenda Benchmark Tests       | GL                                    |

### School Journey for APPLE INTERNATIONAL SCHOOL



## Summary of Inspection Findings 2019-2020

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

|  |   |
|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>          | <ul style="list-style-type: none"> <li>Children in the Foundation Stage (FS) continue to make very good progress in the acquisition of language skills. In the primary phase, student attainment has improved in Arabic as a first language, but attainment in Arabic as an additional language remains acceptable. Achievement is good in English, mathematics and science. Students make most progress in science in the primary phase and mathematics in the secondary phase. Students' critical thinking skills are improving, but the acquisition of independent research and innovation skills remains inconsistent.</li> <li>Across the school, students are well behaved and courteous, and they have positive attitudes. They appreciate Islamic values and understand the role these have within the UAE. Students are responsible, and older students demonstrate strong leadership skills. They are innovative and lead initiatives to improve the school's contribution to sustainably issues. Younger students willingly participate in school-led initiatives.</li> </ul>  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>    | <ul style="list-style-type: none"> <li>Teachers interact positively with students and provide learning activities that actively engage them in most lessons. Teachers' questions check general understanding but are not targeted to ensure that individual students are ready to move on in their learning. Assessment of learning in English, mathematics and science is very good. It is not as strong in UAE social studies and Arabic, where it is not related closely to the curriculum standards.</li> <li>The curriculum is planned well and regularly reviewed. A broad curriculum in FS provides very good opportunities for children to develop independent learning skills. Cross-curricular links are planned, including those which promote UAE culture and society. The curriculum is adapted effectively to meet the needs of most learners. Extra-curricular activities enable students to follow their interests.</li> <li>The school's provision for the health and safety is very good. Students, staff and parents are aware of the school's child protection and safeguarding policies. The processes for care and support include effective identification of students' barriers to learning. Procedures to identify and meet the needs of those with gifts and talents are not as well developed. The school has very efficient systems to promote and monitor students' attendance and punctuality.</li> </ul> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p> | <ul style="list-style-type: none"> <li>The principal and the senior leadership team demonstrate good understanding of effective learning and teaching. The principal delegates responsibilities well among the different school leaders. The school's self-evaluation is mostly accurate. Partnerships with parents and the community remain a strength. Facilities have improved since the last inspection, but not all staff are qualified in the subjects they teach. Governors continue to have a strong influence on the work of the school but have not fully considered the impact of some of their decisions.</li> </ul>  |

### The best features of the school:

- Students' outstanding personal development in the secondary school and their ability to take the initiative to suggest and lead innovative projects
- The very good assessment processes that lead to broadly accurate self-evaluation
- The very good systems for care and guidance that contribute to an ethos of respect and to very good relationships among students and between students and staff
- The partnership with parents and their contribution to their children's learning.








### Key recommendations:

- Governors and school leaders should:
  - urgently review the impact of school expansion, particularly on the admission policy and procedures
  - review the school development processes to bring a sharper focus on the actions needed to drive improvement in the quality of teaching and the impact on student outcomes
  - improve the availability and effective use of resources, such as books and learning technologies, to ensure all students have an equal opportunity in lessons to carry out independent research and develop high-level reading skills.

## Overall School Performance

**Good**

### 1. Students' achievement

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

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

|   | Foundation Stage | Primary   | Secondary     |
|---|------------------|-----------|---------------|
| Personal development  | Very good        | Very good | Outstanding   |
| 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 | Outstanding ↑ |

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 5. 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   | Very good        | Very good | Very good |

## 6. Leadership and management

|   |           |
|---|-----------|
| The effectiveness of leadership                 | Good      |
| School self-evaluation and improvement planning | Very 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](#).

## National Priorities

### 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 (NAP), 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 for the academic year 2019-2020.

#### School's progression in international assessments

**meets expectations.**

- The historical 2015 results in TIMSS indicate that progression in mathematics and science was very positive in Year 5, and that the school met its targets. Progression in these subjects at Year 9 was less positive, and the school did not meet its targets. More recently, the overall results for the last two years in the NAP in English, mathematics and science have been consistently high. However, the progress of individuals and groups in these subjects in these tests between 2018 and 2019 was less positive.

#### Impact of leadership

**meets expectations.**

- Senior leaders have an appropriate action plan for the National Agenda and regularly monitor progress in implementing it. They ensure that staff analyse assessment data carefully and use the results to improve the curriculum and teaching. Most teachers do this effectively to meet the learning needs of most students.

#### Impact on learning

**meets expectations.**

- When given the opportunity, students can think critically, use reasoning to solve problems and evaluate arguments. They do not always have sufficient opportunities to identify their own lines of enquiry, evaluate their findings or present their conclusions to others.

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

#### For Development:

- Place greater emphasis on developing students' learning skills to encourage more students to achieve beyond the curriculum standards, rather than practise questions that are used in external tests.
- Give students more opportunities to enquire, investigate, research and present their findings, using learning technologies where appropriate.



### Moral education

- Appropriately-trained teachers from different subject areas deliver the weekly moral education lessons. Teachers make lessons interesting, and students speak enthusiastically about how they put their learning into practice. Occasionally, opportunities to challenge students fully through debate are missed.
- There are regular and varied means to assess students throughout the term, including end-of-unit written tests. These give teachers a clear picture of students' strengths and areas for development. Parents receive written reports on their children's progress.
- All the key concepts of the curriculum are planned for and taught between Years 2 and 11. There is a strong focus on developing students' moral values as well as their presentation and research skills. Other subjects, such as English, link well with the moral education curriculum.

**The school's implementation of moral education is meeting expectations.**

#### For Development:

- Ensure that students are consistently and fully challenged through dialogue and debate amongst themselves.

### Reading across the curriculum

- The school is beginning to use ongoing standardised external and internal assessments to evaluate students' reading abilities. The analysis of this assessment data is inconsistent.
- The reading policy does not sufficiently address how teaching of reading literacy will take place. Subject teachers have taken some initial steps towards building students' reading literacy.
- Teachers motivate students to read for pleasure, and they listen to them as they read aloud.
- Whole-school development programmes for reading have been introduced. However, these are at the early stage of implementation.

**The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.**

#### For Development:

- Develop the teaching of reading and provide students with more opportunities to experience the joy and pleasure of reading.

## Innovation

- Students have the skills but not always the opportunity to use technology to conduct research and to analyse information. In mathematics and science, students make strong links to real-life experiences.
- Students in each year group in the primary phase carry out a different innovation project led by staff. Year 5 students undertake paper recycling, and Year 6 students explore healthy eating and active living (HEAL). Secondary students initiate their own innovative projects.
- The large majority of teachers plans engaging lessons, especially starter activities that engage students in learning. A few encourage the effective use of technology, particularly for research.
- The curriculum is increasingly adapted to promote innovation in most learning areas, although not consistently. When done well, this develops students' critical thinking, research and presentation skills.
- The principal is very forward thinking in terms of the research projects she has undertaken and the opportunities she provides for staff to be reflective and to consider innovative practice.

**The school's promotion of a culture of innovation is developing.**

### For Development:

- Improve the consistency of opportunities provided for students to be innovative and develop the skills they need to be successful learners.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

|            | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|-----------|
| Attainment | Not applicable   | Good    | Good      |
| Progress   | Not applicable   | Good    | Good      |

- Internal assessment information indicates that the majority of students attain above curriculum standards in the primary phase, while fewer do so in the secondary phase. Lesson observations and scrutiny of students' work indicate that the majority of students attain above curriculum standards in both phases.
- Primary students demonstrate a good understanding of Seerah and the values of Islam. Students in the secondary phase have improved their understanding of the application of Islamic rules and can sometimes communicate it in relation to the Holy Qur'an or Hadeeth.
- Supplementing the curriculum with extra recitation assignments is effectively developing students' skills in reciting the Holy Qur'an and applying Tajweed rules.

#### For Development:

- Improve students' abilities to link their learning to the Holy Qur'an and Hadeeth.

#### Arabic as a First Language

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

- Students in the primary phase have stronger comprehension skills than those in the secondary phase. Those in the lower primary years make strong progress in the development of early speaking and reading skills. In each phase, writing skills develop more slowly than the other language skills.
- Students in Years 5 and 6 analyse stories and engage in discussion. In Years 9 and 10, students' grammar and vocabulary are limited. Students can follow simple familiar instructions but struggle to understand new words.
- Students in the primary phase are reaching higher levels of attainment as a result of teaching that is matched to the curriculum standards and to their individual learning needs. In the secondary phase, not all teachers are qualified to teach Arabic, and this is having a negative impact on learning.

#### For Development:

- Improve students' independent reading skills, especially in the secondary phase.
- Improve students' extended writing skills in both phases.

## Arabic as an Additional Language

|            | Foundation Stage | Primary    | Secondary  |
|------------|------------------|------------|------------|
| Attainment | Not applicable   | Acceptable | Acceptable |
| Progress   | Not applicable   | Good       | Good       |

- Internal assessment information indicates higher levels of attainment than those reflected in lessons and in students' recent work. Students in lower primary classes make good progress in speaking and reading new words. In the secondary phase, progress is strongest in the development of reading skills.
- Across all phases, most students can respond to a narrow range of short, familiar oral and written questions. They have difficulty in speaking Arabic when they are discussing unfamiliar topics. In Year 9, students have secure comprehension skills, but their independent writing skills are limited.
- In lessons, most teachers concentrate on content rather than on building language skills. As a result, students lack confidence in speaking and independent writing.

### For Development:

- Improve students' speaking and independent writing skills.

## English

|            | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|-----------|
| Attainment | Good             | Good    | Good      |
| Progress   | Very good        | Good    | Good      |

- Most FS children listen well to stories and show interest in books. They recognise letters of the alphabet and know most phonetic sounds. However, the basis laid in the FS in developing early reading skills is not fully built upon in the later phases.
- Across the phases, students listen well and can talk clearly about their learning. They have a secure understanding of the different types of writing but do not get enough opportunities to apply this in extended writing for a range of purposes.
- The school has invested in a structured reading scheme and an online book resource to support reading development. However, this is not providing students with enough opportunities to become fluent, independent readers who enjoy reading for pleasure.

### For Development:

- Improve students' abilities to produce extended pieces of meaningful and creative writing.
- Provide opportunities and resources to develop students' interests in reading and their abilities to become independent, fluent readers.

## Mathematics

|            | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|-----------|
| Attainment | Good             | Good    | Good      |
| Progress   | Good             | Good    | Very good |

- Students' progress accelerates in the secondary phase, particularly in Years 10 and 11 where students prepare well for the external IGCSE examinations. The very good progress has not yet led to improved attainment in this phase.
- FS children are confident in counting and can solve simple problems involving money. In the other phases, students develop strengths in mathematical thinking, interpreting problems and calculations and understanding shape and trigonometry. Their understanding of mathematical relationships and algebra is the least developed.
- Teachers have been working to address gaps in students' knowledge and skills and to improve their problem-solving skills with much success. Nevertheless, they are finding it difficult to increase the proportion of students attaining above the curriculum standards.

### For Development:

- Increase the focus on developing understanding and skills in mathematical relationships and algebra.
- Ensure that students are challenged and supported to attain above the curriculum standards.

## Science

|            | Foundation Stage | Primary   | Secondary |
|------------|------------------|-----------|-----------|
| Attainment | Good             | Very good | Good      |
| Progress   | Good             | Very good | Good      |

- Assessment information from external tests indicates very strong attainment in the primary phase. In lessons in this phase, students make very good progress as a result of learning through enquiry and independent investigations.
- In FS, children eagerly explore the world around them, making observations of different animals and plants and of their habitats. They know that cacti are found in the desert and can grow in sand. Their scientific enquiry skills are a strength throughout the school.
- Students are increasingly encouraged to think deeply and to apply their scientific knowledge to real life situations. However, this is not yet consistent in all years. Students use technology well, particularly for guided research.

### For Development:

- Further develop the abilities of all students to think deeply about their learning and to solve real life problems.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- Internal assessment data indicate that the majority of students attain above the curriculum expectations. However, this data does not provide a fully realistic view of students' attainment levels. Assessment rubrics include students' attitudes to work rather than a measure of their knowledge and understanding of each strand of the curriculum.
- In most years, students' acquisition of knowledge is stronger than their understanding and application. Students across all grades know about the basic history and geography of the UAE. Students' books show recording of a range of facts, but many students do not retain this information for a long time.
- Students' abilities to link the different strands of the subject improve in the higher years. Older students can carry out independent research, draw conclusions and explain their reasoning, such as when considering the impact of e-commerce. These skills are not well developed in the lower years.

### For Development:

- Provide opportunities for students to deepen their understanding of the topics by expanding their learning beyond the basic facts.

## Learning Skills

### Foundation Stage

### Primary

### Secondary

#### Learning skills

Very good

Good

Good ↓

- Students display positive attitudes towards learning. They enjoy participating in classroom conversations and discussions. In FS, independent learning skills are well developed, but they are less consistent in the other phases.
- Students work collaboratively to complete the required tasks. FS children work comfortably alongside each other and can take turns sensibly. Primary and secondary students can think critically about their learning in most subjects and can make links to real life experiences.
- The use of technology is developing students' research skills. In the better lessons, technology is used effectively to stimulate students' higher-order thinking skills. However, the use of technology to promote innovation is not fully embedded in all areas of learning.

### For Development:

- Provide more consistent opportunities for students to develop their higher-order thinking, independent learning and research skills, through the use of learning technologies.

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

|                      | Foundation Stage | Primary   | Secondary   |
|----------------------|------------------|-----------|-------------|
| Personal development | Very good        | Very good | Outstanding |

- Students across the school have positive attitudes to learning. Most behave very well, but occasionally students in the lower primary phase do not effectively manage their own behaviour. Secondary students are very self-reliant and consistently demonstrate respectful relationships with their peers and adults.
- The school is a friendly, harmonious community. Students are sensitive to the needs of others and are quick to offer help and support. They are committed to healthy eating and maintaining active lifestyles.
- Attendance overall is outstanding in the primary and secondary phases. In FS, it is acceptable. Almost all students are punctual in arriving at school and for lessons throughout the school day.

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

- Students have a clear understanding and appreciation of Islamic values, which is reflected in their attitudes and behaviour in the school. They accept each other and show tolerance towards their differences.
- Students across the school appreciate the UAE as a multicultural, diverse and safe country. They show respect to the National Anthem and can talk with confidence about important monuments in the UAE. FS children recognise the UAE flag and know about the seven emirates.
- Students learn about world cultures through a range of activities such as the 'Around the World in 60 Minutes' programme. Their abilities to share traditions related to their own cultural heritages are less developed.

|   | Foundation Stage | Primary   | Secondary     |
|---|------------------|-----------|---------------|
| Social responsibility and innovation skills | Very good        | Very good | Outstanding ↑ |

- Secondary students readily take on leadership roles and initiate innovative projects. Students in the other phases participate enthusiastically in such projects. Their ability to suggest and plan their own activities is not well developed.
- Most students have a strong work ethic and are keen to do well. They have a well-developed understanding of community responsibility. They contribute to a range of different projects, such as paper recycling.
- Students are actively involved in charity initiatives to fund local and international projects in countries such as Nepal and Kenya. They are well aware of sustainability and environmental issues and seek ways to improve the school, local and global environments.

### For Development:

- Improve students' understanding of their own cultures and their ability to explore common features in art, literature and folklore.
- Provide opportunities for students in the different phases to initiate innovative ideas and activities.

### 3. Teaching and assessment

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

- Teachers plan purposeful lessons and understand that students learn best through a variety of engaging learning strategies. In FS, there are many opportunities for children to solve problems and be independent learners.
- Teachers use time effectively. The majority plan the use of technology to support learning, but this is not consistently effective in all subjects. In the UAE social studies and Arabic, teachers' well-structured plans are not always fully or successfully implemented.
- Most teachers ask probing questions to check understanding and to encourage students to think for themselves. When questions are not targeted to individual students, the most confident students are allowed to dominate discussions.

|            | Foundation Stage | Primary   | Secondary |
|------------|------------------|-----------|-----------|
| Assessment | Very good        | Very good | Very good |

- Teachers in FS identify children's starting points systematically and record their progress carefully. Teachers also monitor students' progress closely in the other phases and intervene quickly to address any problems.
- Teachers' use of reflective journals continues to be a strength. These journals record the progress and attainment of individual students in detail and log topics that have had to be re-taught and re-assessed. The journals assist teachers to give helpful feedback to students.
- Leaders have ensured that assessment data are used consistently in most subjects to match activities to the needs of different groups of students and to adjust the curriculum. Aligning internal and external assessments is ongoing and has not been fully achieved.

#### For Development:

- Develop teachers' abilities to use targeted questions to ensure all students fully understand and contribute to class discussions.
- Ensure that learning technologies are used consistently and effectively to support learning.
- Ensure that assessment in all subjects is aligned to the appropriate curriculum standards and external benchmarks.

### 4. Curriculum

|                                      | Foundation Stage | Primary | Secondary |
|--------------------------------------|------------------|---------|-----------|
| Curriculum design and implementation | Very good        | Good    | Good ↑    |

- In FS, the curriculum is systematically developed to meet the learning needs of almost all children. In the other phases, it is designed and implemented to develop knowledge, skills and understanding in most subjects. In the UAE social studies and Arabic, implementation of the curriculum is not consistently effective.
- Cross-curricular links are planned so that students have opportunities to develop key skills, such as literacy, numeracy and technology. These are more evident in mathematics and science than in the other subjects.
- The curriculum is reviewed regularly to ensure good provision in almost all subjects. After a recent review, new subject options have been introduced for secondary students. These extend the range of choices available and help develop students' talents and interests.



|                       | Foundation Stage | Primary | Secondary |
|-----------------------|------------------|---------|-----------|
| Curriculum adaptation | Very good        | Good    | Good      |

- In FS, the curriculum is imaginative, offering a very wide range of opportunities that are designed to motivate almost all students. The curriculum in the primary and secondary phases provides interesting activities. However, opportunities for enterprise, innovation and creativity are not consistently provided.
- The school is successful in ensuring that teachers modify the curriculum to suit the needs of almost all groups of students. Extra-curricular activities and cross-community links enhance students' experiences.
- Appropriate learning experiences are integrated effectively through most aspects of the curriculum, particularly moral education, UAE social studies, Arabic language, Islamic education, history and geography. These enable students to develop clear understanding of the UAE's values, culture and society.
- Arabic as a first language is taught for two 40-minute lessons per week in FS 2. Arabic as an additional language is taught for one 40-minute lesson per week.

#### For Development:

- Ensure that the implementation of the curriculum is effective in all subjects to develop students' knowledge, understanding and skills.
- Ensure that opportunities for enterprise, innovation, creativity and social contribution are provided through all curricular areas.

### 5. 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 |

- Staff are aware of the robust child protection procedures the school has in place. All staff get certificated training that is updated regularly. Students have led the implementation of the cyber safety policy, and assemblies reinforce this.
- Bus transportation remains safe. Dispersal is now safer and less congested with the use of separate entry and exit doors and having security staff on duty in strategic places. Evacuation drills are practised regularly across the school.
- The clinic has a portal to record visits, vaccinations and other health-related information. A few health and safety matters resulting from the recent school expansion were brought to the leaders' attention and were addressed during the inspection. The school rigorously promotes healthy eating and healthy lifestyles.

|                  | Foundation Stage | Primary   | Secondary |
|------------------|------------------|-----------|-----------|
| Care and support | Very good        | Very good | Very good |

- A caring and value-based learning environment underpins positive behaviour and the respectful interactions between students and staff. The systems for managing attendance and punctuality are very efficient.
- The school's system for identifying students of determination is effective and results in systematic support through individualised planning. The identification of students with gifts and talents and the provision of greater challenge for these students continue to require further development.
- Counselling is readily available to students and their families. Appropriate advice on subject and career choices is provided by the career guidance counsellor. The recent introduction of an alternative educational pathway for students of determination meets the need of those who wish to progress to the next level of education.

**For Development:**

- Increase staff's awareness and understanding of all aspects of health and safety.
- Increase the learning opportunities for students with gifts and talents.

**Inclusion of students of determination**

|  |      |
|--|------|
| Provision and outcomes for students of determination | Good |
|--|------|

- The school continues to revise and develop its systems to ensure that provision for students of determination is consistent. Student profiles, individualised education plans and individual behaviour management plans are the basis of the intervention for individual students.
- In partnership with the teachers, the specialised staff use an extensive suite of checklists, observations, standardised tests and diagnostic tests to facilitate the investigation into any area of concern. Tests used in the school include those that address language skills, reading and writing difficulties, student development, hyperactivity and anxiety.
- The school keeps parents well informed of their children's progress and communicates methodically on a formal and informal basis with the parent community. Parents feel very welcomed in the school and highly praise the school's open-door policy.
- The modifications evident in most teachers' lesson plans enable students of determination to access the curriculum. In the better lessons, modifications are skilfully implemented and are both relevant and meaningful to students. This is not yet consistent in all subjects.
- As students of determination progress through the school, they acquire a range of knowledge, skills and understanding that allows them to advance to the next stage of their education. The recent introduction of the Focus Course (ASDAN) provides a realistic and welcome pathway to support students into that next phase.

**For Development:**

- Ensure that the alternative pathway to education is monitored and moderated to ensure that it is suitable for the students who have opted to engage.

## 6. Leadership and management

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

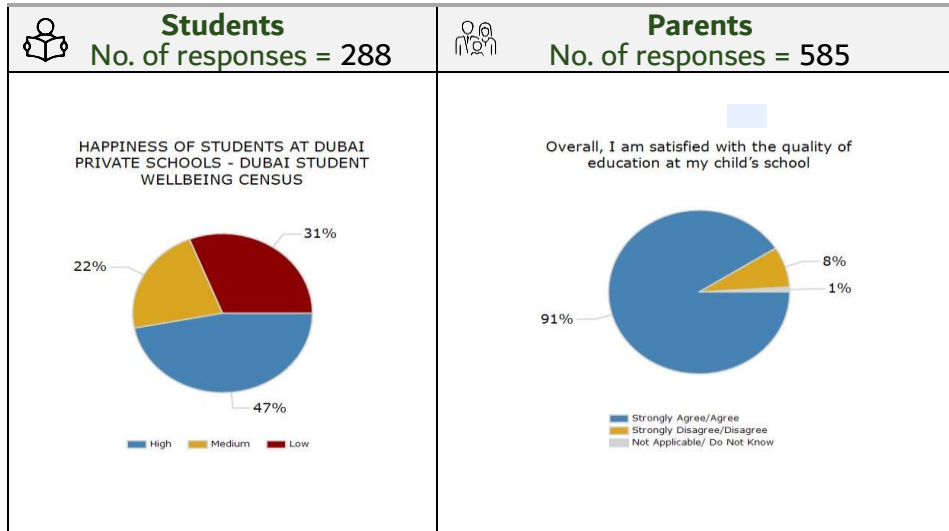
- Leaders are reflective practitioners. They have a shared vision to meet the personal and academic needs of students and the UAE priorities. The delegated leadership roles are supported by clear systems of communication and professional relationships. Leaders at all levels have the time and opportunity to share best practice. However, the abilities of middle leaders to identify barriers to further improvement and take effective action to remove them are not consistent. This is particularly evident in Arabic and UAE social studies.
- External data are analysed and compared to internal data to support mostly accurate self-evaluation. Improvements have been made in the way the quality of teaching is evaluated, with greater consideration given to the impact on students' progress. Actions have been put in place to address the issues from the last inspection. The school development plan contains ambitious aims but does not focus sharply enough on specific actions to speedup improvement.
- Parental engagement is very effective in supporting students' academic and personal development. Parents feel listened to through regular parent forum meetings and have access to school staff. The academic reports are detailed, and parents say they accurately reflect the progress their children are making. The school has developed very good links with local and international schools, such as schools in the Ukraine and India.
- Stakeholder representation has been further improved, and clear procedures are in place to ensure the views of all are heard and considered. Governors have a range of systems to gather detailed information about the school's performance. They have had a positive influence on the school's direction through the setting up of a second campus, allowing for the expansion of all phases. However, they have not considered carefully enough the impact of this expansion on, for example, staffing, admission policy or learning resources.
- The school operates efficiently on a daily basis. Not all of the staff are qualified with relevant subject expertise. With the addition of the secondary campus, the facilities have improved with spacious areas for learning in the new building. The school is appropriately resourced for teaching and learning but has limited education technology resources. The organisation of school activities benefits from strong support from parents. For those with additional needs, access to the facilities is limited.



### For Development:

- Ensure all leaders have the necessary knowledge, experience and capacity to identify barriers to improvement and are able to take effective action to remove them.
- Revise school development planning to focus sharply on the key priorities for improvement and rigorously monitor the impact of the actions taken.
- Evaluate the impact of the school expansion and make necessary adjustments to fulfil the school's mission statement.

## Views of Parents and Senior Students

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



|  |  |
|--|--|
|  <p><b>Students</b></p> | <ul style="list-style-type: none"> <li>Students' responses to the well-being survey are less positive than those from students in other Dubai schools. Students' relationships with teachers are positive, and students are confident in their own abilities. Whilst almost all students say they work hard, only a large majority say they are absorbed in their schoolwork. Most students confirm they feel safe in school, but almost twenty percent say they experience verbal bullying on a weekly basis.</li> </ul>                            |
|  <p><b>Parents</b></p>  | <ul style="list-style-type: none"> <li>Most parents have positive views of the school. They are satisfied with the quality of education provided and confident that the school helps their children to learn well. Although a few parents expressed concern regarding how well the school communicates with them, most responding to the survey indicated that the school listens to them, responds to their views and provides them with good quality information. Almost all parents confirm that the school keeps their children safe.</li> </ul> |

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)