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

DUBAI Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Apple International School

Good

Curriculum
UK

Contents

Contents 2

School Information 3

Summary of Inspection Findings 2018-2019 3

Overall School Performance 6

National Priorities 8

National Agenda Parameter 8

Reading Across the Curriculum 9

UAE Social Studies 9

Innovation 10

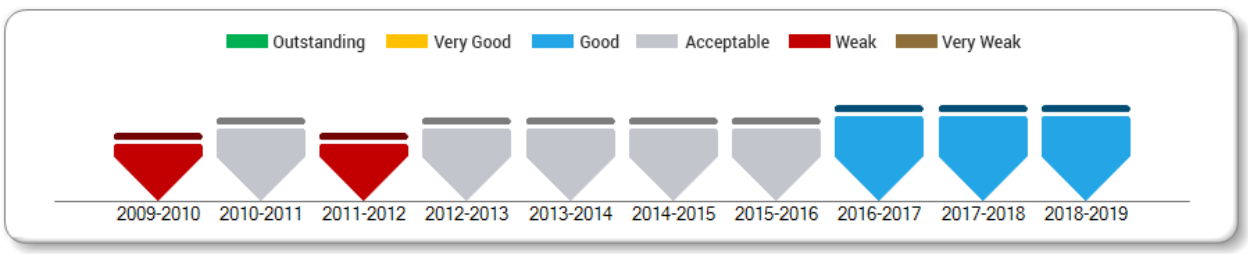
Main Inspection Report 11

The View of parents and senior students 21

School Information

General Information	Location	Al Qusais
	Opening year of School	1994
	Website	www.apple.sch.ae
	Telephone	4263-8989
	Principal	Mrs. Jaya Menezes
	Principal - Date appointed	9/1/2018
	Language of Instruction	English
	Inspection Dates:	18 to 21 February 2019
Students	Gender of students	Boys and girls
	Age range	3-15
	Grades or year groups	FS1 to Year 10
	Number of students on roll	2182
	Number of Emirati students	22
	Number of students of determination	90
	Largest nationality group of students	Filipino
Teachers	Number of teachers	192
	Largest nationality group of teachers	Indian
	Number of teaching assistants	41
	Teacher-student ratio	1:11
	Number of guidance counsellors	1
	Teacher turnover	5%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Cambridge, CAT-4
	Accreditation	CIE
	National Agenda Benchmark Tests	GL

School Journey for Apple International School



Summary of Inspection Findings 2018-2019

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' achievements are good or better in almost all subjects and phases. In Arabic, students generally make good progress to match these achievements. Students are performing well when measured against internal, external and international standards. They are genuinely interested in learning and are taking increasing responsibility in planning and researching within their studies.
- Students' personal and social development is a major strength of the school. The students' impressive understanding and appreciation of Islamic values and Emirati heritage permeate many school activities. Students contribute enthusiastically to the life of the school and the wider community. They are creative and innovative, but too frequently are over-reliant upon teachers to initiate these activities.

rovision for learners

- Students benefit from good teaching in all phases. They learn well because of their teachers' good subject knowledge and because they receive interesting activities in vibrant learning environments. Students' independence and critical thinking are much-improved features of learning. Team teaching is a growing strength. Teachers provide activities that match their students' learning targets or abilities, but this is done inconsistently.
- The curriculum is well aligned with the UK National Curriculum standards. The IGCSE options lack further enrichment subjects such as art, music and technology. Presently there is not an expectation for all students to continue to develop their scientific knowledge, understanding and skills. Extra-curricular activities, including 'STEM' add variety to learning. The curriculum is increasingly adapted to meet students' learning needs and is especially suited for the different needs of children in the Foundation Stage.
- The school provides a safe place for learning where students are protected and cared for very well. The school is inclusive and teachers know all their students very well. Student diversity in a supportive environment is a strength of the school. Secondary school students receive career guidance, but this advice is insufficiently supplemented by curricular options that would further develop their talents, interests and aspirations.

Leadership and management

- The Principal and her team have developed a clear vision for the school as an inclusive and happy place to study. The caring ethos has positive effects upon students' personal development. Ongoing improvement in leadership at all levels is demonstrating success in raising students' attainment and progress in all subjects. The next steps needed require senior leaders to crosscheck assessment data more rigorously for accuracy and reliability.

What the school does best:

- The good or better progress made by students in almost all subjects and the above expectations in the National Agenda Parameter;
- The vision and strategic direction provided by the Principal that is shared by the whole community;
- Students' personal and social development, and their positive and responsible attitudes around the school;
- The provision made for students' health and safety and the quality of support for them;
- The very effective assessments of learning that provide teachers with comprehensive measures of students' academic, personal and social development.

Key Recommendations:

- Improving secondary students' attainment in both Arabic 'A' and 'B' by:
  - more detailed analysis of students' achievement against the curriculum standards and benchmarked test data in English, mathematics and science;
  - modifying teaching practices to ensure that the planned curriculum is effectively implemented with more of a focus on students' learning.
- Improve the quality and consistency of teaching and learning by:
  - planning learning opportunities for students that reflect both their identified targets and their abilities;
  - accurately identifying the strengths and weaknesses of teaching, including a more realistic analysis of the achievements of students.
- Prepare students better for their secondary phase education, and beyond, by providing a range of curricular options that develop their talents, interests and aspirations.

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	Acceptable	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

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Very 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	Very good

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	Acceptable ↓
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	Very 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 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 :

Registration requirements

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

The school's progress on international assessments	**is above expectations.**

- Students' outcomes are very good overall in mathematics and science in Year 5, but not maintained into Year 9. Their achievements on the N.A.P. tests are outstanding in English, mathematics and science in all year groups tested. Students' achievement between the CAT4 measures of ability and their N.A.P. test scores represent outstanding progress.

The impact of leadership	**is above expectations.**

- Leaders at all levels are very committed to implementing the UAE National Agenda. Action plans continue to identify the changes needed to address gaps in students' attainment on internal and external benchmark tests. This is being successfully addressed by improving teachers' use of standardised assessment rubrics to plan curriculum and teaching strategies.

The impact on learning	**meets expectations.**

- There are concerted, but inconsistent, approaches to improve teaching so as to develop students' subject-specific learning skills. These are developing in most subjects by refining students' independent learning, investigation and research skills. Teachers' expert use of data is reflected in their knowledge of their students' learning journeys and their ability to set appropriate targets for them.

Overall, the schools progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Use all assimilated data from on the previous Year 8 TIMSS test results in mathematics and science to improve the 2019 TIMSS test outcomes.
- All teachers should consistently use the appropriate data to plan lessons that challenge students to meet their learning targets.
- Refine students' analytical skills, especially in Arabic and science, for improved understanding.

Reading across the curriculum

- A range of initiatives, including a new reading scheme, has been introduced. However, weak reading skills remain a barrier to learning for students in some primary phase lessons.
- Foundation Stage children are confidently developing their knowledge of letters and sounds to help them work out new words. Students in the primary phase do not continue with such confidence. It is only in the secondary phase when most students become confident, fluent readers.
- The school library is not effective enough in encouraging or supporting reading development across the school.
- School leaders are committed to the development of reading across the curriculum, but there is insufficient support for all teachers to develop students' reading skills within their subjects.

The school's provision for reading across the curriculum is emerging.

For Development:

- Develop the library as a resource to promote confident, lifelong readers.
- Agree on and implement whole-school strategies for improving reading in all subjects.

UAE Social Studies

- The well-planned curriculum delivers UAE social studies effectively through stand-alone lessons and other subjects, projects and activities, such as the Inter-Emirates Tour.
- Students work well together, using technology effectively, for example to research the UAE Year of Tolerance. They consistently share their knowledge and enjoy engaging in discussions that develop their thinking skills.
- The majority of students have levels of knowledge, skills and understanding beyond the expected standards. They have well-developed knowledge of, and respect for, the UAE's culture and heritage.
- The variety of assessment information indicates that a majority of students make good progress from their starting points in assimilating both UAE and global affairs knowledge.

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

Innovation

- Innovation is a consistent feature of independent learning. The 'environment as a third teacher' is a mantra for the school, and ICT is being used very effectively as a learning tool.
- Students' participation in entrepreneurial projects is very effective in developing their social responsibility. Innovations are made through enrichment and extra-curricular activities.
- Teachers use an enquiry-based lesson model in all phases. The concept of a 'learning centred model' requires students to think, discover and analyse in creative ways.
- Different subjects in all phases have innovation included in their schemes of work. Starting with innovation tables in the Foundation Stage, creativity is a feature of many lessons in all phases.
- Empowering the staff and students' creativity is part of the fabric of the school. Leaders use the phrase 'an eye for innovation' and have planned an extensive number of innovation initiatives.

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

1. Students' Achievement

Islamic Education

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

- Students' achievement in this subject throughout the school has not changed since the last inspection. However, the older students in the secondary phase show improved understanding of key Islamic concepts. Internal test data are consistent with classroom observations and the quality of students' written work.
- Students throughout the school make strong links with their prior knowledge. Their application of skills to real life is developing rapidly. In the secondary years, particularly in English speaking classes, the discussions and the debates about different Islamic topics promote critical thinking and deep understanding of Islamic concepts.
- The effective use of technology to aid research and the use of collaborative learning strategies is enabling students to gain a stronger understanding of Islamic rules and values. However, limited challenge to students in some classes slows their progress.

For Development:

- Students should debate and discuss more often, to gain deeper understanding of the subject.

Arabic as a First Language

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

- Most primary phase students make better progress than their peers in the secondary phase. Across the school, students demonstrate language skills in line with the curriculum expectations. Secondary phase girls outperform the boys in most of the lessons and this is reflected in the school's internal assessment data.
- Primary school students, particularly in the lower year groups, are developing strong speaking skills and can engage confidently in simple conversations. In the secondary years, students' independent and extended speaking and writing skills remain areas for development.
- 'Smart' objectives, students' self-assessment and active learning are helping the development of language skills, which are stronger in the primary years than these are among the older students.

For Development:

- Students should make more frequent use of the library for learning Arabic.
- Students should practise their oral skills, paying particular attention to the use of standard Arabic.

Arabic as an Additional Language

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

- Primary students are making rapid improvements in reading and speaking compared to their secondary peers. This is because the older students are showing inconsistent language skill development. Older girls are outperforming boys in lessons and this is reflected in the school's internal assessment data.
- Primary students make good progress in their acquisition of Arabic reading and speaking skills. These develop more slowly higher up the school. Insufficient opportunities and low levels of challenge slow students' progress in some cases.
- Students are engaged in lessons by using relevant and real-life topics, but better learning is yet to be verified by higher academic outcomes.

For Development:

- Students should write and speak in Arabic more frequently.

English

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

- Almost all children in the Foundation Stage are second language learners and many speak no English when they start. They make rapid progress, especially in their speaking skills, due to the strong focus on language development and a structured phonics programme.
- Speaking is a strength of the students across all phases. The oldest ones are fluent. They articulate well and have clear intonation. The development of reading skills across the school is not coherent because of a lack of continuity in their reading strategies.
- Students' writing has improved throughout the school. Rigorous assessments have promoted more accurate grammar, punctuation and spelling. Increased use of educational technology during lessons has enhanced students' cognitive skills, especially those of critical thinking and evaluation.

For Development:

- Review the reading strategies used in the school with a view to improving reading skills.

Mathematics

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

- Students' attainment across the school continues to remain above the curriculum standards. Progress in Foundation Stage and the primary years remains positive. Secondary students make rapid progress due to exceptionally well-matched provision. When compared with the external benchmark test results, students' performance across the school is strong.
- Foundation Stage children demonstrate good understanding of numbers, time and shapes. Whilst primary students are skilled at geometry and number calculations, a minority cannot apply mental mathematics skills in multi-step, problem-solving activities.
- Students in the secondary phase are skilled at trigonometry and data handling, but they are not as strong in algebra. Students have the ability to recall multiplication number facts, explain their reasoning and reflect on misconceptions during mathematical investigations.

For Development:

- Students in the primary phase should further develop their mental mathematical skills for solving multi-step problems.
- Students need to learn algebraic patterns and functions earlier.

Science

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

- Students in the primary phase quickly exceed the curriculum standards in all areas of scientific study. Primary and secondary students perform very well on national and international tests. Foundation Stage children also exceed the age related expectations in their knowledge and understanding of the world around them.
- As students progress through the school, they become increasingly confident in their use of research to support their learning. However, they readily resort to electronic information rather than drawing upon their own scientific experiences and knowledge to solve problems.
- Since the last inspection, students have had greater opportunities to develop practical investigative skills. They handle equipment with increasing confidence and can accurately collect and interpret results. Students have more difficulty making hypotheses based on secure scientific reasoning.

For Development:

- Students should develop greater confidence, drawing on their own skills to solve scientific problems before seeking external answers.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good ↑	Good	Very good ↑

- Foundation Stage children eagerly explore and experiment to find things out for themselves. Secondary students readily take responsibility for their learning through collaborative group work and whole school initiatives. These skills are displayed in events such as 'Around the world in sixty minutes.'
- Critical thinking and problem-solving skills are well developed at the secondary level and supported by initiatives such as 'Genius Hour.' However, students do not have as many opportunities to develop these skills in the primary phase.
- Students increasingly use learning technologies to research and present their ideas through web logs and animations. There are now many more opportunities for students to develop innovative ideas, such as the use of a robot built to counsel students and help solve their issues.

For Development:

- Primary years students should further develop their critical thinking, problem-solving and collaboration skills.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Outstanding

- Students in each phase develop very positive relationships with each other and with their teachers. They are welcoming to visitors and are proud of their school. Students in the secondary phase are particularly effective ambassadors, modelling genuine concern and empathy for their younger peers.
- Although the rates of attendance vary between the phases, students say they enjoy school. They are self-disciplined and well behaved in classes and around the school. They readily resolve conflicts among themselves. All forms of bullying are rare; students thrive and feel safe.
- Across the school, there is a strong commitment to maintaining healthy lifestyles. Students have led initiatives such as the 'smiley' lunchbox stickers in the Foundation Stage, the 'rainbow' food initiative and the change of lunch provider initiated by the Year 10 students.

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

- Students have secure appreciation and understanding of how Islamic values influence contemporary UAE society. They listen with respect to the Holy Qur'an during morning assemblies. Students apply these learnt values very well and they are visible in their everyday activities.
- Students are very knowledgeable and respectful of the heritage and culture of contemporary life in the UAE. They are encouraged to participate in a wide range of activities that enhance this knowledge and respect. Parents and the wider community support these activities well.
- Students demonstrate deep understanding, awareness and appreciation of their own and worldwide cultures. They participate in the regular local and international cultural events hosted by the school. School assemblies are used as an educational platform to build awareness of worldwide cultures.

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

- All year groups are involved in community based projects. Younger students run a 'punctuality project' to improve attitudes, and the oldest students volunteer to teach English and computer skills to the support staff. Students are proactive and always looking for things to improve in their community.
- Students have very positive work ethics. They bring plants in to improve the quality of the air they breathe and design 'buddy bots' to measure the temperatures and pulse rates of cancer patients. There is still scope for students to take greater responsibility for initiating projects.
- Every year group has an environmental project that they work on. This was observed in the Year 9 work on reducing carbon footprints. The school's organic garden produce is sold and money is donated to a local orphanage. International projects include exchange work with schools in the Ukraine, India and Nepal.

For Development:

- More students should take responsibility for initiating social responsibility and innovation projects.
- Students in all year groups should show consistently high rates of attendance.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers have good knowledge of their subjects and how students learn these. They consistently provide vibrant learning environments. Teachers make sure that lessons are interesting, relevant and varied. In most lessons, the pace of learning successfully maintains students' interest and engagement.
- Teachers question their students effectively, making them think hard by prompting and probing to elicit well-reasoned responses. Critical thinking, innovation, and independent learning skills are developing well among students. Teachers outside of the core subjects of English, mathematics and science are not as effective at developing these skills.
- Teachers sometimes teach in pairs as a part of a mentoring programme. Year group teachers plan together to provide activities for differing ability groups, although they do not always use the progress data consistently to inform students when they are meeting their learning goals.

	Foundation Stage	Primary	Secondary
Assessment	Very good	Very good	Very good

- Standards for achievement in the core subjects are very well benchmarked against international standards and are linked to the English National Curriculum and the UAE MoE requirements. The Foundation Stage assessment process begins with clear understanding of each child's starting point. This process continues through the school, providing clear progress measures for all.
- The teachers' reflective journals are exemplary and ensure that there are detailed assessments of teaching and learning. Verbal and written feedback successfully analyses students' achievements and their next steps in learning. This work is less successful in science, where more account needs to be taken of students' ongoing achievements.
- The use of assessment data for target setting has provided students with challenging objectives and enabled effective interventions. There is some inconsistency in the use of data to influence teaching practices. Lesson planning does not always take into account the students' targets and the progress made towards them.

For Development:

- Use assessment information more effectively to ensure that all students receive personalised support and challenges to meet their stated targets.
- Improve the evaluations of learning in science to include the interventions required to address any gaps in students' knowledge.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Good	Acceptable ↓

- The Foundation Stage curriculum has a clear rationale, aligned to the English EYFS outcomes. Arabic and Islamic education are now taught to children in FS2. Music, performing arts, robotics and reading club add breadth to the curriculum. The curriculum is designed to give children regular opportunities for active and personally initiated learning.
- The secondary curriculum is not sufficiently broad or balanced in all years. The Year 10 IGCSE programme lacks breadth. Students are not able to study for qualifications in the arts, technology or vocational courses. Students may discontinue studying science after Year 9, which could limit their future options.
- In all phases, the curriculum is relevant, engaging and well planned. There is detailed mapping of cross-curricular links, which allows students to develop key skills such as those of literacy, numeracy and technology. Except for Year 10, there are effective arrangements for transition, continuity and progression.
- Moral education is taught as a stand-alone lesson for one fifty-minute period each week from Year 1 to year 10. It is also integrated with other areas of the curriculum.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good ↑	Good	Good

- The Foundation Stage curriculum is child centred, successfully modified into three different strands to meet the differing needs of children. The accelerated aspects of this curriculum are thematic and allow the more able children to make very good progress in all areas.
- In all phases, there are enrichment programmes during and after classes. These provide a wide variety of activities such as gardening, poetry, arts and crafts, sport and recycling. Students also have the opportunity to engage in formal sporting, cultural, social and entrepreneurial clubs.
- Links with the UAE's culture and society are planned across the curriculum and specifically through the various 'themes' and special events. Students are provided with regular and effective opportunities to understand and appreciate the UAE's heritage and culture.
- Arabic as a first language is taught for two lessons a week for 50 minutes each. Arabic as an additional language is taught once each week in the FS2.

For Development:

- Widen the range of subjects and courses offered in the IGCSE programme to cater for the interests, talents and aspirations of all students.

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

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

- The school's commitment to securing the health and safety of students is unwavering. Staff members quickly act to improve any events raising concern. Safeguarding procedures are rigorous, with the staff receiving relevant training. Students benefit from an appetising and healthy lunch selection each day.
- The school provides a safe and secure environment. The addition of ramps and handrails shows a commitment to inclusion. Students' physical health is overseen by a team of specialists who deliver expert and helpful advice to students. Their procedures for recording minor injuries could be improved.
- Effective strategies are in place for the safe arrivals and departures of students. There are improved procedures for the collection of primary aged students by their parents. Students travelling on school transport are well supervised, and the electronic monitoring system allows parents real-time access to confirm their children's safe arrivals.

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

- There is a distinctive ethos of mutual respect between students and their teachers. The school's behaviour management system is understood clearly by all. The promotion of regular attendance and the monitoring of punctuality is carried out with the support and commitment of the staff, students and the wider school community.
- The inclusion team continues to develop and improve the identification of students of determination. Support for these students is provided through a range of successful and inclusive interventions. Students who have gifts and talents are successfully identified across the school.
- Older students receive support and advice about skills and qualifications in the 'meet a pro' programme with professionals from the engineering, medicine and business worlds. The need for a more relevant curriculum pathway for students with special educational needs is a priority for the school.

For Development:

- Review the record keeping of minor injuries to analyse patterns, treatments and follow-up procedures.
- Ensure that teachers address the individual needs of all students through more skilful differentiation of tasks.
- Improve the continuity of learning for the oldest students of determination by providing courses with appropriate qualifications.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- A dedicated and committed inclusion education team is successfully leading the development of provision. The inclusive vision for the school is well supported by appropriate and strategic policies. These inform the use of a variety of interventions to maximise students' progress.
- The thorough and rigorous assessment processes provide teachers with opportunities to bring students to the next stages in their learning. However, greater consistency of understanding and more accurate differentiation of tasks are necessary for these students to make the best progress.
- Parents' partnerships with the school reflect the inclusive commitment of both teachers and parents. Parents are kept fully informed about their children's progress and they receive continual help from the school to provide the best possible support for their children.
- Personal support for the diverse needs of students of determination is provided. The school has a focus on developing skills, confidence and resilience. These things enable students to undertake increasingly challenging learning situations.
- The provision for students of determination is improved with appropriate modifications of the curriculum and skilled task differentiation within lessons. Precise modifications enable better progress through active learning across all areas of the curriculum.

For Development:

- Establish greater consistency in teachers' awareness of these students' social, physical, emotional and academic needs.
- Leaders should review the inclusion procedures in the school frequently.

6. Leadership and management

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

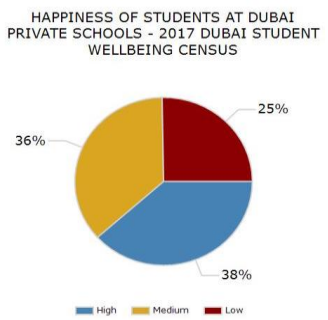
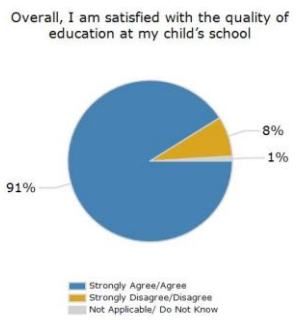
- Inspirational leadership is providing the staff with a clear vision of the aims of the school. Staff members work collaboratively towards achieving these aims. The school's professional learning communities motivate both teachers and students to improve their performances. Anticipating and acting on potential barriers to learning is at the heart of the school's successful journey. Line management systems reflect high levels of commitment, but some leaders are not fully accountable for meeting their original action goals.
- Systematic school self-evaluation processes involve all staff members and lead to very good understanding of the school's strengths and developmental needs. Teaching quality is regularly monitored, but in some cases is not based upon students' achievements. The school has sustained and extended improvements by addressing all of the recommendations from the previous inspection. Improvement plans address the key priorities and include a sharp focus on the professional development of teachers.
- Parents have increasingly positive views of the school and the 'open door' policy of the new principal. Reporting strategies clearly celebrate students' grades and note the areas for improvement. Further refinement of the written comments to parents is needed to improve understanding of their children's progress and achievements. Extensive community involvement and international partnerships have highly positive effects upon students' learning. Further parental engagement is being encouraged to shape the direction of the school.
- The governing board has strong relationships and communication with stakeholders via its extensive and varied membership. The governors know their school very well and hold it to account by evaluation of reports and classroom visits. Governors provide valuable specialist support and the resources needed to enable students' academic and personal development. They have actively supported the improvement of teaching and inclusion in the school since the last inspection, although the range of IGCSE course options for students remains to be broadened.
- The day-to-day management of the school is managed and organised effectively. Most teachers are suitably qualified and benefit from continuous professional development. Increased staff deployment improves students' achievements across the phases. Specialist facilities are available and accessible to all students. The library is presently under-used as a learning resource and requires more books in keeping with the size of the school. A good range of resources supports effective teaching and learning in the classrooms.

For Development:

- Improve the internal evaluations by considering the effects of provision on students' achievements.
- Review the curriculum options for IGCSE students to improve the continuity with the next stages in their education.
- Replenish the library collection with books that support learning in all subjects.

The views of parents and senior students

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

Students Responses = 206	Parents Responses = 344
	

Students	• The students who responded to their survey are generally positive about the provision by the school. They indicate that the activities on offer are well organised and supported. They suggest that they feel safe and secure, but wish for improved lunch seating areas. Generally, their attitudes toward work and their teachers are positive. They say they are optimistic about their futures and indicate very good perseverance to achieve their goals.
Parents	• The parents' survey presented a mixed picture, with most parents expressing their happiness with the school's provision. They appreciate the 'open door' policy of the senior leaders. Some mention is made of their children carrying heavy bags around the school and the amount of uncoordinated homework given to them.

What happens next?

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

- recommendations from the DSIB inspection;
- 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