




Apple International
School

 Curriculum: UK

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Qusais 1
Type of school	Private
Opening year of school	1994
Website	www.apple.sch.ae
Telephone	00971-4-2638989
Address	Qusais 1, Behind Emirates Driving Institute P.O. BOX 33963
Principal	Mrs Pranjala Dutta
Language of instruction	English
Inspection dates	23 to 26 January 2017

Teachers / Support staff

Number of teachers	142
Largest nationality group of teachers	Indian
Number of teaching assistants	24
Teacher-student ratio	1:15
Number of guidance counsellors	5
Teacher turnover	10%

Students

Gender of students	Boys and girls
Age range	4-13
Grades or year groups	FS2-Year 8
Number of students on roll	2130
Number of children in pre-kindergarten	0
Number of Emirati students	22
Number of students with SEND	134
Largest nationality group of students	Filipino

Curriculum

Educational permit / Licence	UK
Main curriculum	UK /EYFS
External tests and examinations	Cambridge Checkpoint
Accreditation	N/A
National Agenda benchmark tests	GL, IBT



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

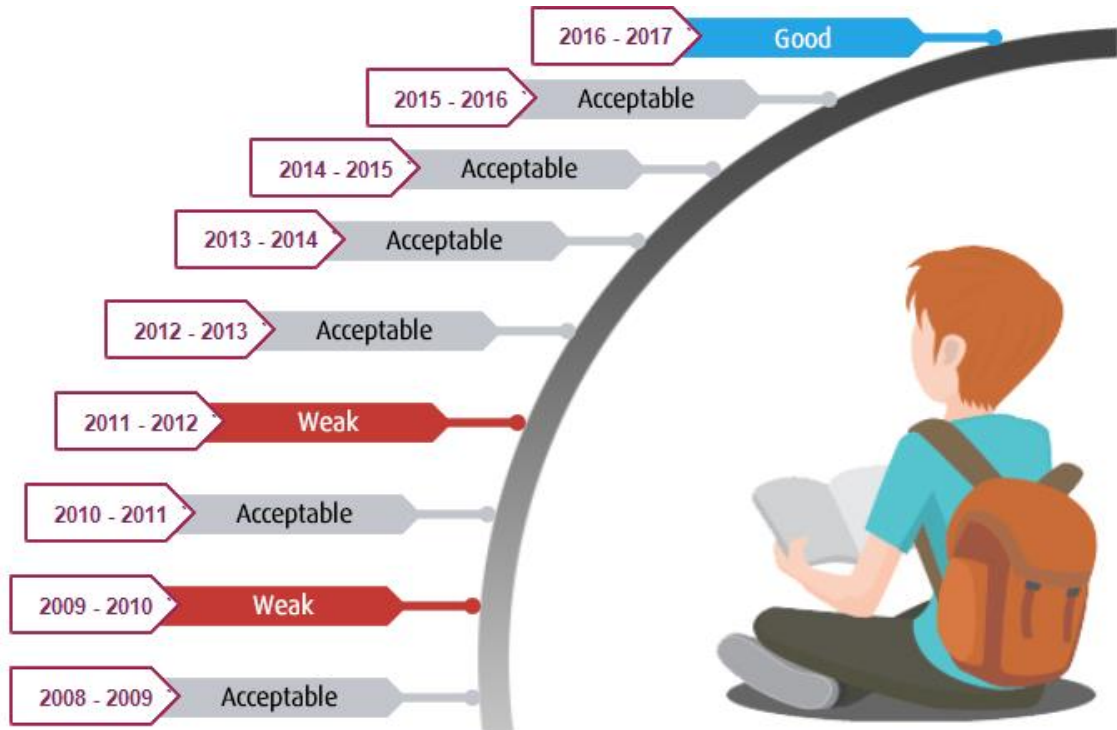
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Apple International School



- Apple International School opened in 1994. It has been acceptable overall since 2012. There are 2130 students aged from four to 13 years old. This is a small planned decrease from the previous two school years. The principal has been in post for over three years. Teacher turnover was 10 per cent compared with 11 per cent the previous year. This represents a growth in the staff numbers.
- In the three previous inspections, the school was recognised as having strengths in students' personal and social development, particularly in the secondary phase, including relationships, attitudes, behaviour and the understanding of Islamic values. Inspections also recognised the positive impact of health and safety arrangements and the increased involvement of parents in the life of the school.
- Recommendations over the same period focused on the need to improve leadership and governance, improve teaching by developing the use of assessment, improve students' learning skills and attainment and develop the provision for students with special educational needs and disabilities (SEND). In 2015-16, inspection findings indicated that the school needed to use more robust international standards of comparisons for students' attainment and progress.

Summary of inspection findings 2016-2017



Apple International School was inspected by DSIB from 23 to 26 January 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

The overall quality of education provided by the school is good.

- There have been significant improvements in many areas of attainment and progress. In English, mathematics and science, attainment and progress are good in all phases of the school. Arabic is largely acceptable across the school and students make good progress in Islamic education in the two phases where it is taught.
- Students' personal development, including their attitudes and behaviour, is very good in all phases of the school. Their social development, understanding of Islamic values and Emirati culture, and their development of innovation skills, are at least good in all phases of the school.
- Since last year, the school has prioritised the areas of teaching and assessment for improvement. Both of these are good in all three phases, due to the well-planned training and monitoring provided by leaders. However, more time is needed to develop teachers' consistency in improving students' critical thinking skills.
- Although there have been improvements in many areas of the curriculum design and its adaptation, teachers do not sufficiently and consistently modify the curriculum in their lessons to meet the needs of all groups of students and individuals.
- The arrangements for health and safety and the protection of the students are very good, and the quality of the care and support is good in all phases.
- Leadership, self-evaluation and improvement planning, governance and management, staffing, facilities and resources are all good. The school's partnerships with parents and the community are very good.

What the school does best

- The ethos and vision of the school, shared by all staff, are the main drivers of its success.
- Attainment and progress in English, mathematics and science, and progress in Islamic education, are good. Attainment is also good in Islamic education in the primary phase.
- Students' behaviour, attitudes and learning skills are positive features of the school's work.
- The quality of professional development for teachers, and the improvements in the use of assessment, are having a significant impact on students' outcomes.
- School leaders have an accurate view of the school, based on strong self-evaluation.

Recommendations

- Improve the consistency of how well teachers adapt their lesson plans to meet the needs of all students in their classes, in particular the students who have special educational needs and disabilities (SEND) and those who are attaining at high levels.
- Improve attainment and progress in Arabic by:
 - continuing to focus on the development of speaking and writing skills in Arabic as a first language
 - increasing the level of challenge, and promoting higher expectations in Arabic as an additional language.
- By sharing the best practice in mathematics and science teaching, continue to develop and monitor the impact of teachers' understanding of how to improve students' problem solving and critical thinking skills so that they are more consistent across primary and secondary phases and in particular in Arabic and English. subjects and phases.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment in mathematics and English meets expectations in the National Agenda Parameter testing while science attainment is below expectations.
- The school meets the registration requirements for the National Agenda Parameter for 2016-17
- The National Agenda Parameter data are analysed carefully. These data are compared to internal assessment data and differences are identified and explained. An action plan for the National Agenda, detailing future requirements, is in place. An ongoing training programme of professional development for all teachers ensures they have a clear understanding of assessment data.
- The curriculum is adequately aligned to PISA and TIMSS requirements in content and skills. This alignment is stronger in English and science than in mathematics. Subject skills and knowledge relevant to the National Agenda are included in most areas of the curriculum. The National Agenda Parameter data are used to support and direct curriculum adaptation.
- Modifications to the curriculum are having some positive impact on teaching strategies across the subjects. The development of critical thinking, investigations, open-ended problem solving, enquiry and applications to real life are integral to most science lessons, although to a lesser extent in English and mathematics.
- The majority of students are familiar with their National Agenda Parameter individual reports. The findings are encouraging students to work harder to improve their scores and are having a positive impact upon their learning. Students use technology and paper-based resources to support their research and to help develop better research skills to align with National Agenda objectives.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’ and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

Students devise and drive initiatives, such as the garden and the paper-making project, that are continually testing their knowledge with problem-solving questions. Students' work ethic and social awareness allow them to develop projects in the school, for example using the homemade paper to make and sell cards, with the profit donated to charities. Teachers are becoming increasingly skilled at developing students' critical thinking and problem solving. The school provides many opportunities for students to develop their skills of innovation in areas such as 3-D printing, design for change, and mindfulness. The culture of student-led innovation is evident in many areas of the school, due to the leaders' strategies for encouraging students to develop new perspectives on their learning.

Overall school performance

Good ↑

1 Students' achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good ↑	Acceptable
	Progress	Not applicable	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Good ↑	Acceptable
English 	Attainment	Good	Good ↑	Good ↑
	Progress	Good	Good	Good ↑
Mathematics 	Attainment	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good
Science 	Attainment	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good	Good ↑
		Foundation Stage	Primary	Secondary
Learning skills		Good ↑	Good ↑	Good ↑

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

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

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Good ↑	Good ↑
Assessment	Good ↑	Good ↑	Good ↑

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good .	Good .	Good .
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .

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	Good .	Good .	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 ↑



1. Students' achievement


 Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good ↑	Good ↑
Science	Good ↑	Good ↑

- The school's assessment information indicates that the majority of children are working above expected curriculum standards in all areas of communication and language, and literacy, following the trend of recent years. In lessons, children make good progress from their starting points and over time in their speaking, listening, reading and writing skills.
- The majority of children have mathematical knowledge and skills that are above curriculum standards. This is reflected in both internal assessment data and against the English FS benchmarks. Children use these skills in real world applications resulting in good progress from their starting points and as measured against the learning objectives of the curriculum. They can recognise 2-D shapes, have a good understanding of number and can carry out calculations using addition.
- The majority of children have a good understanding of people and communities and the world, which exceeds curriculum standards and learning objectives for science. Children make good progress in lessons in understanding science concepts. Children's understanding of living and non-living things, phenomena and environments are progressing well, as shown in the school's assessment data. The children use basic observation skills to communicate their learning but inquiry and investigation skills are underdeveloped.

 Primary		
Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Good ↑
English	Good ↑	Good
Mathematics	Good ↑	Good ↑
Science	Good ↑	Good

- In Islamic education, the majority of students attain levels that are above curriculum expectations. Students have a good understanding of Islamic morals such as respect. Their knowledge of the Pillars of Islam is evident. They memorise short Surahs from the Holy Qur'an, and their recitation skills are appropriate. Students have good awareness of the meanings of "Hadeeth" and "Seerah" events. They demonstrate good levels of critical thinking and understanding of the reasons behind the Islamic Fiqh-Laws. In lessons, and in their recent work, the majority make better than expected progress.
- In Arabic as a first language, most students reach the expected level in curriculum standards. They have appropriate listening and reading comprehension skills but only a minority can write extended, meaningful sentences and paragraphs. They show adequate understanding of language styles and grammatical structures in sentences but often use dialects when speaking. Most students make the expected progress in speaking and reading in relation to appropriate learning objectives.
- In Arabic as an additional language, the majority of students make better than expected progress from their starting points and demonstrate levels of knowledge and understanding which are in line with curriculum standards. This is reflected in internal assessment information. Students can speak increasingly longer sentences that include a variety of vocabulary. They can read and understand the main theme of texts. In Year 6, students write extended texts independently.
- In English, the majority of students attain levels that are above curriculum and international standards. This is a rising trend over time. When measured against appropriate and realistic learning objectives, progress in books and lessons is good. Students' reading and comprehension skills are developing well. Younger students have an understanding of letters and their associated sounds, and are able to read with support. In writing, students show an increasing accuracy in spelling and grammar. Listening skills are strong but opportunities for students to express their ideas orally in lessons are limited.
- Attainment in mathematics is good against curriculum standards and acceptable against international benchmarks. It has risen steadily in recent years. In lessons and in their work, a majority of students make progress that exceeds expectations. Their problem-solving skills are developing rapidly. Their ability to explain their understanding has improved because of increased opportunities to discuss mathematical concepts and to engage in practical activities.

- Students are focussed and enthusiastic in science. Good attainment is underpinned by a strong practical and enquiry-based approach where discussion, critical thinking and problem solving are encouraged. Outcomes are improving in international benchmarking assessments. When measured against appropriate and realistic learning objectives, progress in lessons is good which demonstrates significant improvement in the students' development of knowledge, skills and understanding. Students communicate science with confidence using accurate terminology. Students with SEND also make good progress.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable ↑	Acceptable
English	Good ↑	Good ↑
Mathematics	Good ↑	Good
Science	Good ↑	Good ↑

- In Islamic education, in lessons and in recent work, most students attain levels that are in line with curriculum standards. They have a good awareness of the meanings of Hadeeth and are able to find information about Islamic characters. Students link their knowledge of Islamic practices and morals to aspects of life. They demonstrate secure basic research skills using the internet to find out information. They apply Tajweed rules in the recitation of the Holy Qur'an to an appropriate level. Students make good progress in their understanding of Seerah events such as the first migration.
- In Arabic as a first language, most students listen well, but their speaking skills are more limited. As in the primary phase, the majority of students speak using a dialect, rather than standard Arabic. They have appropriate reading comprehension skills but their writing skills are underdeveloped across almost all year groups. Most students make acceptable progress in speaking and reading in relation to the learning objectives in lessons. Overall, attainment and progress are limited by a lack of challenge and rigorous assessment.
- In Arabic as an additional language, most students make the expected progress and attain levels that are in line with curriculum expectations. They understand presentations and participate in dialogue with their teachers. Their ability to speak about unfamiliar situations is in line with expectations. Students read with appropriate understanding, for example when learning about the importance of sport. In Year 8, students understand about healthy and unhealthy food. Independent writing skills are in line with expectations.
- In English, the majority of students attain levels that are above curriculum and international standards. This is a rising trend over time. When measured against appropriate and realistic learning objectives, progress in books and lessons is good. Students read well with understanding and they have well developed listening skills. Progress in writing is improving because students are given more opportunities for extended creative writing and have a good understanding of spelling and grammar.

- In mathematics, the majority of students make better than expected progress and attain levels that are above curriculum standards and international benchmarks. Attainment is rising because students have regular opportunities for problem solving activities and to work independently or in small groups. In lessons, students make good progress and a minority reach high standards. A focus on dialogue and discussion in mathematics is helping students' understanding, their ability to explain themselves clearly and to carry out mathematical calculations accurately.
- Students enjoy enquiry-based practical science to explore new concepts using creative and simple resources within the classroom. This strong investigative approach, underpinned by the scientific method, results in good attainment and progress. Problem solving, discussion and critical thinking are integral and have supported improved levels of knowledge, skills and understanding that exceed expected curriculum standards for the majority of students. International benchmarking assessment outcomes are improving. Students are confident communicators of scientific knowledge, using accurate vocabulary in presentations and discussions. Students with SEND also make good progress.

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

- Across all phases students demonstrate interest, engagement and enthusiasm for what they are learning. They are familiar with, and respond well to, routines that give them greater responsibility for their learning. Particularly in science, they have opportunities to reflect on what they are learning and are able to look for ways to improve.
- Students are keen to learn and work independently as well as in pairs and small groups. They listen to teachers and the views of others attentively and, especially in Islamic education, they reflect and respond to them thoughtfully. They interact cooperatively with each other and ask questions confidently.
- In almost all lessons, students' collaboration and investigation improves their understanding of what they are learning and provides opportunities to share this with each other. In most lessons, the majority of students can apply aspects of what they are learning to the world beyond school, but this is not as strong in mathematics.
- Most students are able to find things out for themselves by using books and technology. When given the opportunity, they can think for themselves and solve problems very well even when working individually or with others. However, opportunities for students to develop critical thinking are not regular features of all lessons. Tablet computers are used by most students in lessons.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good ↑	Very good ↑	Very good

- Positive attitudes and values are evident in all activities across the school and highlighted by students when they lead morning assemblies. Therefore, students have a very strong sense of personal responsibility and commitment to the school ethos. Older students are very good role models for young children.
- Students behave very well and they are courteous to adults and other students. Almost all show self-control and follow the school rules most of the time. As a result, students report that they feel safe in and around the school.
- Almost all students maintain caring and respectful relationships with both peers and staff, including at break times, when a large number of students socialise in the play area. They have genuine concern and sensitivity to the needs of their friends, including students with SEND.
- Healthy living is an integral part of the curriculum and there is a strong commitment by students to follow a safe and healthy lifestyle. They are able to explain the reasons for healthy living including the importance of exercise and they encourage others to make healthy eating choices when appropriate.
- Attendance is good. Students are punctual in arriving at school and to lessons throughout the school day. They understand the importance of good attendance and how it impacts on their achievements.
- Positive attitudes and values are evident in all activities across the school and highlighted by students when they lead morning assemblies. Therefore, students have a very strong sense of personal responsibility and commitment to the school ethos. Older students are very good role models for young children.
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- Almost all students maintain caring and respectful relationships with both peers and staff, including at break times, when a large number of students socialise in the play area. They have genuine concern and sensitivity to the needs of their friends, including students with SEND.
- Healthy living is an integral part of the curriculum and there is a strong commitment by students to follow a safe and healthy lifestyle. They are able to explain the reasons for healthy living including the importance of exercise and they encourage others to make healthy eating choices when appropriate.
- Attendance is good. Students are punctual in arriving at school and to lessons throughout the school day. They understand the importance of good attendance and how it impacts on their achievements.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They listen to the Holy Qur'an in assembly. In lessons and at break times, they apply the principles of Islam such as cooperation, respect and care for the environment.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate in a range of cultural activities. Almost all students sing the words of the National Anthem. They know about some of the traditions of UAE such as sports and traditional dress, and they participate in religious celebrations.
- Students demonstrate a clear understanding, awareness and appreciation of their own cultures. They have a wide knowledge about their own heritage and culture, such as the Iranian National Day and the history of the Philippines. However, students' knowledge of other world cultures is limited.

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

- Students, especially those in the secondary phase, contribute actively to the life of the school and wider communities, for example through voluntary activities. Students show care and consideration for others, including those with SEND. Student council members have a strong sense of civic responsibility and their opinions are valued by the school.
- Students, including children in FS, have a positive work ethic. They are generally active participants in school competitions and clubs such as music, and art. They have practical ideas about their future careers, including the economic decisions that they will have to make.
- Students, including those with SEND, can name many critical environmental issues in the world and can suggest solutions. They initiate and take part in green projects, such as recycling and caring for the garden, to improve their school environment.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good ↑	Good ↑	Good ↑

- Overall, teachers have good knowledge of their subjects and apply it well to provide a wide range of activities. They have a good understanding of how students learn and use this knowledge well in planning lessons.
- Most lesson plans are purposeful and include a variety of activities to engage students in learning. Resources are used well to enhance learning. Most lessons are fast paced but, on occasions, teachers take too long to give tasks for all groups, and a few students do not settle quickly to work.
- Questioning is often good, with dialogue between students, and between teachers and students that encourages students to explore their understanding. Occasionally teachers give too much direction to students, which restricts their opportunities to learn for themselves or to learn through discussion with other students.
- Planning usually takes account of all abilities of students but in some lessons the match of work to students' needs is inappropriate. Lower and higher attaining students are occasionally not given suitable work. In most lessons, teachers provide a good level of support and challenge to meet the demands of all students.
- In some subjects, critical thinking is well embedded in learning activities. While there is good practice in other subjects, it is not quite so consistent because some teachers do not fully understand what it involves. The use of problem solving and investigational work is improving rapidly, although still inconsistent. Computers and tablet computers are used well in many lessons to encourage independent learning and research.

	Foundation Stage	Primary	Secondary
Assessment	Good ↑	Good ↑	Good ↑

- Internal assessment is coherent, regular and linked to the school's curriculum standards. The assessment information provides broad and valid measures of students' performance, including progress. Effective moderation across all subjects and a closer alignment with curriculum standards has improved validity and accuracy of internal assessment. In FS, clear improvements in assessment processes are evident with baseline and progress testing systematically used.
- The school compares the performance of its students against international standards using benchmark testing. This year, Arabic and FS are also included in the benchmarking. Assessment results in individual subjects are analysed to identify performance levels in skills and knowledge. Results are improving over time providing a better correlation between internal and external data. Information from cognitive ability tests is used well.
- Analysis of assessment information is accurate and identifies trends, patterns of attainment, individual progress and areas of concern. Information is shared with teachers to help them to evaluate their own performance or to refocus their teaching. Teachers are trained to understand the data and recognise the value of data to improve teaching and learning.

- Teachers make good use of assessment information in their lesson planning. The learning needs of most students are met in the better lessons but not consistently across subjects or phases. Although target setting for all individual students is not in place, most teachers do use the data to plan appropriate support and challenge for identified groups.
- Teachers know their students' ability levels well. They provide well-focused support in lessons although appropriate levels of challenge are less consistent. Marking is regular but the quality of feedback is variable and often fails to indicate next steps to improvement. Peer- and self-evaluation are evident in the better lessons and are standard practice in some subjects.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum provides a broad and interesting range of subjects for students to develop their skills and understanding progressively. Most courses closely follow the school's authorised curriculum and the national statutory requirements. There are also specially devised courses, which the school consider relevant to students' skills development and interests, such as financial literacy, rhythmic gymnastics and dance.
- Learning builds successfully for students. The school-initiated courses reflect a variety of learning needs. From Year 3, flexible, innovation-based learning opportunities provide interesting challenges for more able and for gifted students to nurture handicraft skills and creativity, and to encourage specific development of advanced learning skills. Progression is planned by increasing the depth and breadth of curricular concepts. Students receive good guidance and are well prepared for the move to their next school.
- Beyond the core subjects, students have opportunities to make some limited choices in the subjects they study. Older students have the option of French or Urdu as an additional language. Within other school based courses there are alternative pathways based on students' interests and skills.
- Links across the curriculum are well planned in most subjects but still developing in mathematics. In FS, such linking is very effective in promoting an exciting learning environment. Links are extended by the contributions of guest speakers. As an example, through a talk about water conservation, students have a better understanding of how science, geography, history and social studies are interconnected.
- Regular reviews are carried out by senior leaders and heads of subject departments to ensure the curriculum captures students' interest and meets their changing academic needs and personal aspirations. A wide range of assessment data and teachers' comments are used effectively to guide the curriculum reviews.
- The UAE social studies curriculum is drawn from the MoE curriculum. It is fully incorporated in the school's social studies curriculum. It is systematically planned to provide students with a wide range of meaningful learning experiences. It is based on the balanced development of knowledge, concepts and skills. Students engage readily with learning activities and are competent in the use of modern technology.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The needs of all students with SEND and those who are gifted and talented are recognised. Teachers are working diligently to ensure that lesson plans are suitably adjusted to support individual learning and progress. There are still inconsistencies in planning to meet the needs of lower attaining learners and in providing challenge for the more able students. A wide range of opportunities is embedded in all phases to enhance students' learning and personal, creative and social development. New topics have been incorporated to support enterprise and innovation and other elements have been strengthened. Partnerships with the wider community support enterprise, environmental sustainability and social contribution. However, opportunities for projects that benefit both community groups and student development are limited. Students in all phases regularly participate in activities that allow them to understand and appreciate Emirati and UAE culture. These activities include social studies classes, projects, excursions to important cultural sites, and the school's recognition of national celebrations. 			

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
<ul style="list-style-type: none"> The school has rigorous procedures for the safeguarding of students including child protection. All staff, students and parents are fully aware of these. The school has been proactive in meeting with parents to explain what they have to do to protect their children from any danger. The school is very effective in protecting students from all forms of abuse, including bullying via the internet and social media. The school provides a very safe, hygienic and secure environment for students and staff. The school's medical staff track all the students over the year. Safety checks are frequent and thorough, such as on the buses. All buses are equipped with first aid equipment and a fire extinguisher and all seats have belts. Supervision of students is highly effective at all times. Buildings and equipment are very well maintained. The school keeps comprehensive and secure records, including information about any incidents and subsequent actions. In the clinic, there is a file for each student, and teachers and staff are kept appropriately informed about any health problems the students might have. The transport supervisor records students' arrival and departure every day. The premises and facilities provide a safe and secure physical environment that is very well suited to the learning needs of all students, including those with physical disabilities. 			

- The school's promotion of safe and healthy living is very effective. It permeates almost all aspects of school life. This includes the work of clinic staff, who prepare and deliver sessions to raise students' awareness of health issues such as being overweight, and signs of breast cancer and diabetes. It cooperates with PE teachers to prepare healthy programmes to raise awareness of these problems.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- The quality of relationships at all levels is positive. Students have confidence in the staff who care for them. They confide in them their concerns and seek guidance when necessary. Systems for promoting good behaviour are set out clearly in the school behaviour policy, which is shared with all students. Any problems that arise from time to time are dealt with quickly and sensitively.
- Absences from school are monitored on a daily basis by class teachers. Efficient systems ensure that students and their families are aware of the need for prompt and regular attendance at school.
- The school has appropriate systems for the identification of students with SEND. Assessments are conducted with care by specialist staff to identify a range of moderate needs. However, the identification of more profound needs by external advisers is sometimes delayed. Gifted and talented students are provided with an improving range of challenging activities, in and out of class.
- Individual education plans are detailed and helpful in providing clear guidance for teachers to support students in class but are not used consistently. Although the quality of support is improving, it remains variable across subjects and year groups and this limits the progress made by a minority of students.
- All staff assign a high priority to the care and guidance of students. Their personal development, social and emotional welfare are monitored carefully by class teachers. Any concerns that are identified are shared with the counsellor and, in exceptional cases, with senior staff to ensure effective personal and academic guidance is provided. The school promotes opportunities for students to experience working environments through its internship programme.

Inclusion

Provision and outcomes for students with SEND

Good

- The SEND coordinator and specialist staff provide a good level of care and support for students with SEND. Guidance for students with special talents and gifts is improving rapidly. Individual education plans are written for students to promote and support their progress.
- A range of moderate learning needs are identified quickly and accurately by specialist staff in school. There are delays, which are beyond the school's control, for a majority of students who require external assessments for potentially more severe needs. This limits the full range of support provided.

- Parents are well supported by the school and make a full contribution to the formation of their children's individual education plans, including helping to identify appropriate targets. Regular, informal contact and a limited but valuable range of training and guidance for parents are also well planned.
- The modification of work in the classroom to meet the needs of students requiring support, and to challenge very able students, is improving but remains variable across subjects and phases. In FS, teaching assistants provide additional helpful support for children with identified learning needs.
- The progress made by students is monitored with increasing care and most students make good progress from their starting points. A variety of measures is used, including regular class tests and progress against targets in individual education plans.

6. Leadership and management

The effectiveness of leadership

Good 

- The principal, with the support and dedication of her leadership teams and other staff, has built a strong and secure ethos and bold vision for the school. This has led to a clarity of purpose that is shared at all levels. The vision captures the essence of Apple International School and also reflects the national and emirate priorities very well.
- Through careful planning, and the establishment of a range of very effective procedures and training, leaders are empowering staff at all levels to develop a secure knowledge of the curriculum and to have the skills and understanding to develop stronger practice within the different departments and phases. The learning environment is very positive and, as a result, students' personal and academic outcomes are significantly improving.
- There are strong, professional relationships between all stakeholders in the school. Leadership and management responsibilities are delegated well to departments and their leaders. The governors, principal and senior leaders hold staff to account for their work robustly and effectively. This has been an important factor in the improvements across the school. Morale is very positive.
- The principal has established a clear understanding of what the school needs to do to improve. She, the staff and the students have implemented innovative ways to develop areas of the school that had been less effective. This has led to improvements that are secure and sustainable.
- The significant improvements are a result of the governors' and leaders' determination and focus on raising standards in all areas. This ethos of collective accountability, ensures that the developments and innovations are embedded in school life and contribute to the higher standards. The school is fully compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Good ↑

- The school has strong, accurate and systematic procedures for self-evaluation. Good use is made of internal and external data, including international benchmark testing, to identify the school's strengths and where it needs to improve. Leaders also use a range of other information to support this, such as inspection reports and assessments from external consultants. As a result, leaders know all aspects of the school well.
- The systems for monitoring the quality of teaching and learning throughout the school are very detailed and accurate. The school has clear evidence to show which aspects of teaching are most effective and where improvements are needed, both in individual practice and in subjects. As a result of this accurate evaluation, and the subsequent actions taken, students' achievements are improving.
- Three-year school development plans and the resulting action plans are well devised, comprehensive and are based on the evidence from accurate self-evaluation. The plans are detailed and contain well-defined and appropriate objectives for the school's next stages of improvements. They take into account the UAE's national priorities. The plans have already contributed significantly to the improvements in students' attainment and progress across the school.
- There has been significant progress in addressing all of the recommendations from the previous inspection report. The school can demonstrate improvements in key areas in a relatively short time span due to the robust systems that are now established.

Partnerships with parents and the community

Very good

- Parents feel very well involved in the life of the school and in their children's education. They feel very welcome and valued by the school. The school takes the views of parents seriously and surveys them regularly to ascertain their opinions. There are also sessions such as the parents' forum where their views are sought by the school. This helps to shape and inform school improvements.
- Parents are empowered as partners of the school. They are increasingly involved in many areas. There are several channels of communication between the school and parents, including on-line platforms and social media. This allows rapid responses by staff to any concerns or queries which parents might have. Parents of students with SEND are involved to a high level and are key partners in activities, such as writing and reviewing individual education plans.
- Parents are kept very well informed about the academic and personal progress of their children. Reporting is comprehensive and very regular. It provides information about the different themes covered in the subjects, and parents understand well how the grades system works. Parents appreciate the system and feel that they receive good information.
- The school has developed links with other schools internationally and students regularly use video calls to chat to their friends in other countries. There are strong links with organisations such as Dubai Health, to provide support and advice to students on matters related to good health and illness prevention.

Governance

Good

- The governing body includes a wide range of representation from the school, including parents, student and staff members. There are also representatives from the school's owners and a specialist in human resources. There is a representative from the local community. The governors bring a wide range of skills to the school. They know the school very well and have a detailed knowledge of its performance.
- The governing body holds the school's leaders to account for the performance of all aspects of the school, including the academic achievement and personal development of the students. Governors do not fully interrogate performance data for themselves but rely heavily on the internal systems to provide reliable and accurate information.
- The governing body has a significant impact on the direction of the school and they have an ethical stance to the education of the students. As an example, they have improved the teacher to student ratio. This has been a significant factor in improving achievement, as has their contribution in several areas of staff development. The governors ensure that the school meets all statutory requirements.

Management, staffing, facilities and resources




Good ↑

- The school operates efficiently and smoothly on a daily basis. Students and teachers arrive at lessons punctually and the timetable runs smoothly during the day. Parents understand the school's daily routines.
- The school has sufficient qualified and experienced staff to ensure that the curriculum is fully taught and that the needs of students are met. Since the previous inspection the school has taken effective action to reduce class sizes by restricting numbers of students coming to the school and by employing more staff. This is having a positive impact on students' progress.
- The school buildings, which are well cared for by a committed team of site staff, provide acceptable accommodation for students. While the science department provides a wide range of practical work in classrooms, the one science laboratory limits the range of practical work students can do. The laboratory does not have ventilation to the outside, there is no fume cupboard and no external storage for chemicals.
- The range of resources for all subjects is good overall. The school regularly reviews how well it supports the curriculum and purchases new equipment as required. Resources are well managed, maintained in good order and stored safely. Resources for ICT are good and used effectively.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	566
	2015-2016	649
 Teachers	118	
 Students	0	

*The number of responses from parents is based on the number of families.

- Parents who responded to the survey are largely very positive about the work of the school.
- A few parents have some concerns about: learning technologies in lessons; how well teachers know the students; the provision of quality counselling; the range of resources available for teachers and how well the school listens to and communicates with parents. A few more have concerns with regard to how well the school promotes reading and the love of Arabic, extra-curricular activities and the support for students with SEND.
- There were a few written comments about the safety of the transport, hygiene in the school, and health and safety in the corridors.
- The inspection found no evidence to support these concerns in any significant way, and discovered that the school had already identified some of those concerns and had successfully addressed them.
- Teachers are overwhelmingly positive in their responses, with only a very small number of concerns raised around teacher workload, resources, extra-curricular activities and careers guidance.

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