



المعرفة Knowledge



# THE APPLE INTERNATIONAL COMMUNITY SCHOOL

## UK CURRICULUM

**ACCEPTABLE**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**ACCEPTABLE**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**GOOD**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Karama
	Opening year of school	2021
	Website	www.applecommunityschool.ae
	Telephone	97143797732
	Principal	Pretty Khosla
	Principal - date appointed	2/1/2022
	Language of instruction	English
	Inspection dates	26 to 29 Feb 2024



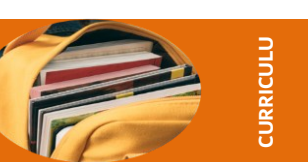
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 12 years
	Grades or year groups	FS1 to Year 8
	Number of students on roll	1036
	Number of Emirati students	1
	Number of students of determination	66
	Largest nationality group of students	Indian



TEACHERS

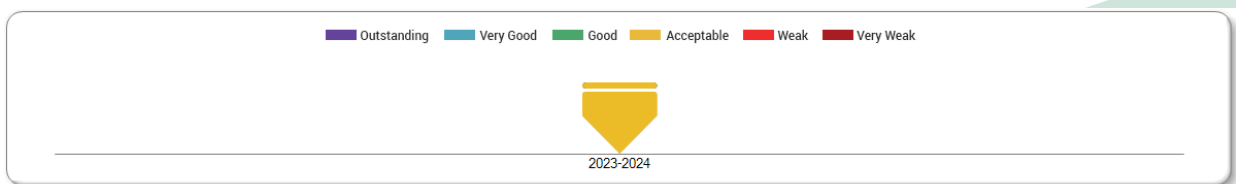
	Number of teachers	94
	Largest nationality group of teachers	Indian
	Number of teaching assistants	19
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	National Curriculum for England
	External Curriculum Examinations	Not applicable
	Accreditation	Not applicable

## School Journey for THE APPLE INTERNATIONAL COMMUNITY SCHOOL



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students' Outcomes

- Good quality, well-organised and well-resourced learning environments in the Foundation Stage (FS) enable children to make good progress in English, mathematics and personal development. In Primary, students' achievement in science is good. It is acceptable in the other key subjects. In Secondary, achievement in Islamic Education and Arabic is acceptable. It is stronger in English, mathematics and science. Learning skills are stronger in FS and Secondary than in Primary.
- Children in FS have positive attitudes to learning and respond well to their teachers in lessons. Students behave politely to one another and to adults. They are courteous and welcoming to visitors. They become passive learners in lessons which are less dynamic. They have a good overall work ethic. Many take on a wide range of leadership roles.

### Provision For learners

- Teaching is stronger in FS and Secondary, where teachers have secure subject knowledge and ask challenging questions. These elements are less evident in Primary and in Islamic Education and Arabic. Strategies to encourage students' critical thinking and problem-solving skills are developing. In Secondary, they often lead to informed discussions.
- The curriculum is designed with a clear rationale that reflects the school's vision. Curriculum design is better in FS and Secondary than in Primary. In the former phases, it more effectively meets the needs of most students. A range of different subjects is on offer, including robotics and French in Primary.
- Effective systems and procedures identify and support students of determination and students who are gifted and talented early in their school careers. The positive and caring relationships between students and teachers ensure that, in the better lessons, teachers are well informed and aware of students' emotional and social needs. As a result, the majority of students make acceptable personal and academic progress.

### Leadership and management

- Senior leaders work together and share a clear vision for the school. They have a developing understanding of what constitutes high-quality learning and assessment. Middle leaders, who are new to their posts, are growing in their effectiveness. Governors use their varied expertise to help to improve the school. They ensure that parents are kept informed about developments in the school, and make sure that high quality resources are available.

### Highlights of the school:

- The caring ethos and attention to wellbeing.
- Students' good attitudes, behaviour and relationships throughout the school.
- The effective partnership with parents and the wider community.
- The significant contribution made by governors.
- Effective routine management.

### Key recommendations:








- Raise attainment and progress in the primary phase.
- Ensure greater consistency of teaching in all subjects and phases.
- Provide training and support for all leaders to enable them to improve teaching and learning, assessment and the curriculum.
- Ensure that teachers consistently use information from assessments and plan challenging lessons which meet the needs of all students.



# OVERALL SCHOOL PERFORMANCE

Acceptable

## 01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Acceptable	Good	Good

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Good

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Good	Good	Good

## 06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Good</b>	<b>Not applicable</b>

- The school did not undertake the Progress in International Reading Literacy Study (PIRLS), as it has only recently opened. Whole school progression in standardised benchmark assessments show English and mathematics moving to acceptable outcomes, and science to very good outcomes.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Good</b>
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- Leaders are executing a robust national agenda action plan to improve reading proficiency, as evaluated through external assessments. The plan clearly outlines strategies to tackle different ways of enhancing reading skills. It indicates training needs and establishes clear objectives to raise standards.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Not applicable</b>

- Leaders have responded positively to the outcomes of assessments. A reading coach and a teacher of English as an additional language conduct intervention sessions and provide guided reading lessons. Regular assessments track students' progress and ensure targeted support. Collaborative activities on reading fluency and spelling promote learning and communication skills.

**Overall school standards in the National Agenda Parameter are good.**

#### For Development:

- Ensure that external benchmark outcomes for English and mathematics align with those of science.
- Improve reading literacy across the school.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a good level.**

- Although the wellbeing of students and members of staff is a high priority, not all members of the school community are thoroughly acquainted with the concept. Policies and practices are comprehensive, with a focus on safety, care and support. Leaders have a clear vision and direction for wellbeing. They are aware of strengths in provision and areas in need of further development. Students' opinions are beginning to be heard. Students' wellbeing is analysed and monitored using surveys and indicators to ensure continuous improvement.
- Leaders conduct regular reviews. They monitor and analyse information from students, staff and parents. They use the resulting information to develop wellbeing initiatives. However, parents' concerns are not fully considered. Relationships between adults and students support the development of social skills and allow most students to increase in independence and to have confidence in their learning, particularly in Secondary. The pastoral staff, counsellor and wellbeing champion have an open-door policy and encourage students to approach them for help and advice on any issues.
- Teachers effectively integrate wellbeing into curriculum enhancement programmes. Initiatives such as the cybersafety awareness programme support students' wellbeing. These activities are often led by students. The positive classroom culture and learning environment ensure that students are generally confident, happy and engaged. Students readily express their thoughts and share their experiences. They are developing strategies to manage their own wellbeing. They are thoughtful when considering others, showing care, concern and understanding.

### **For Development:**

- Consider fully the views and concerns of parents.
- Ensure that the concept of wellbeing is understood across the whole school community.

## UAE social studies and moral education

- Moral, Social and Cultural Studies (MSCS) is delivered through integrated lessons between Years 2 and 8. Teachers use the MSCS framework and textbooks, together with input from parents. Social studies is integrated into MSCS lessons, of which there are two per week. From FS1 to Year 1, MSCS is linked to the UAE cultural heritage and Islamic values.
- There are termly assessments. The information from these assessments is used to adjust the syllabus. All lessons have links with UAE values. Leaders moderate new teachers' lesson plans to make sure that they comply with the MSCS framework and to make amendments, as necessary.

## Arabic in Early Years

- In FS2, Arabic is taught for 30 minutes each week. The syllabus is adapted to align with the Ministry of Education (MoE) standards. It focuses on oral skills, alphabet recognition, numbers, the names of colours and other basic vocabulary. A traditional method of teaching, mainly led by the teacher, is used. The teacher reads stories and distributes worksheets to supplement children's learning. However, the language of instruction and routine classroom communications are in English. The development of children's speaking and listening skills in Arabic is therefore hindered.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

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

- Internal data indicate that students' attainment and progress are above curriculum standards in Primary and Secondary. However, lesson observations and scrutiny of students' work indicate that attainment and progress are at expected curriculum levels in both phases.
- In Primary, students demonstrate secure knowledge of Islamic principles, including the Pillars of Islam and Pillars of Faith, rules of worship and some aspects of Seerah. Students in Primary demonstrate better memorisation and recitation skills of the Holy Qur'an than those in Secondary.
- Students in Secondary develop a sound understanding of the application of Islamic rules. In classes conducted in English, students' ability to discuss and reflect on social issues relating to Islamic values is emerging. Low expectations by teachers and limited challenge slow progress in most lessons.

#### For Development:

- Provide an appropriate level of challenge to develop students' understanding of Islamic principles and rulings.
- Provide more opportunities for students to discuss and analyse social issues with reference to the Holy Qur'an and Sunnah.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Not applicable
<b>Progress</b>	Not applicable	Acceptable	Not applicable

- Students' attainment in the primary phase is in line with curriculum standards, demonstrating steady progress. Girls surpass boys in speaking.
- Writing skills are steadily progressing. Students recognise letters and write short sentences using conjunctions. The correct use of grammar is limited. Students' listening comprehension skills are not strong, impeding their responses when answering questions. Arabic calligraphy is underdeveloped.
- More constructive feedback to students in lessons is beginning to have a positive impact on the development of speaking skills in the upper primary years. However, students often use colloquial Arabic rather than standard Arabic.

- **For Development:**

- Promote the use of standard Arabic.
- Target the gaps in students' linguistic skills.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable

- Students' achievement across both phases is in line with curriculum standards, demonstrating steady progress. Listening skills are underdeveloped.
- Students can write simple words, but often with spelling errors. They copy words to form sentences with simple structures. Their vocabulary remains limited, which is affecting their fluency. Reading comprehension is not secure. Pronunciation is improving.
- Students are grouped into three levels. Teachers' planning and the materials which they use for students who are at the early stage of learning Arabic are not well developed. During group work, students at all levels often speak in English.

- **For Development:**

- Review Arabic teaching materials to enhance students' linguistic skills.
- Insist on the use of Arabic in lessons.
- Improve students' writing skills at all levels.

## ENGLISH

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good

- Observations and analysis confirm that most students make better than expected progress in FS and Secondary. Students' attainment and progress in Primary are not as strong, partly because work is insufficiently challenging, and listening and writing skills are not well developed.
- Students' speaking skills across the school are developing well. Writing is variable, with the best in Secondary where it is often informative and of high quality. Writing in Primary contains errors of grammar and punctuation. Content is not well developed.
- The focus on improving reading skills has resulted in students who are now generally enthusiastic readers. As a result, they have easier access to the wider curriculum.

**For Development:**

- Improve the quality of writing in Primary.

## MATHEMATICS

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Good	Acceptable	Good

- Students are attaining well in mathematics in Secondary but less so in Primary and FS. Their progress is better in FS and Secondary than it is in Primary.
- Children in FS are developing early number skills and are able to work confidently with numbers up to ten. In Primary, students are becoming more proficient at calculations, while those in Secondary are developing increasing confidence in algebra.
- Students often work on mathematical word problems, frequently linked to contexts within the UAE. However, they do not have enough opportunities to work on open-ended problems and investigations to develop their mathematical thinking and reasoning skills.

**For Development:**

- Provide more opportunities for students to work on open-ended problems and mathematical investigations.

## SCIENCE

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Acceptable	Good	Good

- Children in FS make expected progress from below average starting points. In Primary and Secondary, information from external and internal sources indicates that students achieve above curriculum standards and make better than expected progress.
- Children in FS are beginning to predict scientific outcomes. They know about similarities and differences in relation to living things. In Primary, students develop their understanding of physical and life science. In Secondary, the large majority can frame suitable hypotheses, and plan and investigate their experiments.
- A focus on providing rich practical experiences for students is resulting in the development of strong investigative skills. However, there are inconsistencies in the quality of the practical learning activities and challenges that are offered to students, particularly to the higher attainers.

### For Development:

- Improve the quality of practical activities and challenges that are offered to students.

## LEARNING SKILLS

	Foundation Stage	Primary	Secondary
Learning skills	Good	Acceptable	Good

- Students' learning skills are better developed in FS and Secondary than in Primary. In FS, children take responsibility for their learning. In Secondary, students typically enjoy their work. They are well aware of their strengths and weaknesses and how to overcome them.
- Children in FS and students in Secondary collaborate effectively when working in groups. They require little encouragement to complete tasks. In Primary, a minority of students become disengaged when others present their learning to the class.
- In FS and Secondary, students communicate their learning well and use resources effectively to conduct research. Critical thinking and problem-solving are emerging skills in all phases. Links to the wider world are less evident.

### For Development:

- Ensure that all students are fully engaged in all lessons.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary
<b>Personal development</b>	Good	Good	Good

- Children and students are generally well behaved, courteous and respectful to one another and to visitors. They become passive learners in lessons which are less engaging. Children in FS show positive attitudes to learning. Most students generally respond well in lessons and around the school.
- Students have a responsible attitude and caring approach towards others. They have positive and supportive relationships with one another and with their teachers. They follow instructions well, and occasionally take the initiative.
- Students are aware of the importance of living a safe and healthy lifestyle. They make wise choices about their own health and lifestyles. They participate in physical activities. Attendance and punctuality to lessons are very good.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good

- Students demonstrate a secure understanding of Islamic values and how they are reflected in Emirati society. They appreciate the values of respect and kindness. They are aware of, and respect, Islamic practices such as, fasting during Ramadan.
- Students appreciate the diversity of population, and safety and tolerance in the UAE. The cultural diversity is celebrated during lessons and through the Global Village and National Day activities. Children in FS know the names of the seven Emirates and various prominent landmarks in Dubai.
- Students take pride in their own cultures. They show respect to other nationalities and religions in the school. However, their understanding of world cultures is limited, particularly in early Primary.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Good

- Overall, students have a good work ethic. Many take on a wide range of leadership roles. They demonstrate care and consideration for others. They value their involvement when contributing to the local community through fundraising for charities.
- Students have a keen understanding of their own responsibilities to the school. The student council initiates a variety of projects aimed at enhancing students' wellbeing. In all phases, some students act as wellbeing ambassadors.
- Students' understanding of environmental and global sustainability, and of similar issues in the UAE, is developing in the earlier year groups. It is secure in Secondary. Members of the Eco Committee contribute actively to the conservation of energy and water within the school.

### For Development:

- Improve students' awareness of other world cultures.
- Create opportunities for students to be further involved in environmental projects in the wider community.

## 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Good

- The quality of teaching is strong in FS and Secondary. Teachers have secure subject knowledge, plan purposeful lessons and provide effective support. Their challenging questioning generally probes students' understanding. This is less evident in Primary and in Arabic.
- Teachers mostly use varied strategies to promote active and independent learning. However, the strategies are inconsistently implemented, and at times lead to students' disengagement. Some students are not sufficiently challenged and do not achieve the expected levels of knowledge and understanding.
- Teachers often provide work that includes choices and varying levels of difficulty. The different activities do not always accurately meet all students' identified needs. Strategies to encourage critical thinking and problem-solving are developing, particularly in Secondary.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Focused assessments are aligned with international benchmarks and the National Curriculum for England (NCfE), and link well with expectations for the early years. Internal assessments are valid, consistent and align with curriculum standards across the school. In English, there is a divergence between internal and external data.
- Robust analysis of assessment information informs some strategic curriculum adaptations and aids teachers in meeting students' differing needs. However, lesson planning does not always take sufficient account of this information. There is insufficient provision of individual learning challenges.
- Teachers' oral feedback is strong, helpful and constructive. Marking, written feedback and dialogue with students about their next steps in learning are variable and often underdeveloped in all subjects throughout the school.

### For Development:

- Integrate assessment information into lesson planning to meet students' learning needs.
- Improve the marking and feedback to students.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary
<b>Curriculum design and implementation</b>	Good	Acceptable	Good

- The curriculum is designed with a clear rationale that reflects the vision of the school. It meets the requirements of the NCfE and the MoE. Curriculum design in FS and Secondary more effectively meets the needs of most students.
- In most subjects, there is effective progression through the year groups. Teaching builds effectively on prior learning in FS and Secondary. Transition plans are in place to ensure that students can move between phases more smoothly.
- Students are offered a range of different subjects, including robotics in all phases and French in Primary. Teachers have identified some cross-curricular links, although they are not yet consistently embedded.

	Foundation Stage	Primary	Secondary
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Acceptable

- In most subjects, the syllabus is adapted to meet the needs of most groups of learners. There is some inconsistency as to how effectively the adaptations are implemented. However, adaptations in English have increased opportunities for students to read, so that they have better access to the wider curriculum.
- The curriculum provides some opportunities for students to engage in innovation and enterprise, but they are not embedded consistently across subjects. Students engage in a range of initiatives to improve links with the community.
- Teachers provide a range of activities and opportunities for students to develop a clearer understanding of the culture and society of the UAE and their place in the wider world.

### For Development:

- Implement curriculum adaptations and modifications more effectively.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good

- Child protection and safeguarding procedures are thorough and ensure the safety of students. They are supported by robust welfare and health and safety policies, including those for online safety. Almost all staff are aware of the arrangements for child protection and receive regular training.
- The building is maintained to a good standard. Any issues are dealt with in a timely manner by the maintenance team. The facilities are accessible, with ramp access into buildings. Well-established routines for school transport help to ensure safe travel arrangements.
- The medical team supports healthy lifestyles through regular checks and personalised programmes of diet and exercise. Healthy snacks are available.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Good	Good	Good

- Teachers know their students well. Positive and caring relationships ensure that, in the best lessons, teachers are well informed and aware of students' emotional and social needs. Positive behaviours are celebrated. The promotion of attendance and punctuality is successful.
- Appropriate systems and procedures identify students of determination and those with gifts and talents. There is a focus on early identification and support. In the better lessons, teachers generally meet students' differing needs. The majority of students make appropriate personal and academic progress.
- Students' wellbeing is a high priority. All have access to a known and trusted member of staff. Students' mental health and emotional needs are effectively addressed by the school counsellor who provides advice and care, including social and emotional counselling and guidance.

### For Development:

- As a matter of some urgency, make all members of staff aware of the arrangements for child protection.
- Ensure that the needs of different groups of students are appropriately met in all lessons.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Acceptable

- Senior leaders have successfully developed an inclusive ethos, which is evident across the school. They have developed an appropriate inclusion policy and ensured effective provision and outcomes for students of determination. Monitoring and review inform the self-evaluation process.
- Teachers use of a range of indicators to identify students' needs. Knowledge and understanding of barriers to learning inform the department's planning. However, provision is inconsistent. Trained and qualified inclusion staff provide relevant and supportive interventions.
- Parents are valued as active participants in their children's education. Teachers understand their importance in the development of inclusion plans and policies. Communication between the school and parents is prioritised. Parents are well informed about all aspects of their children's learning.
- Differentiated lesson planning and delivery vary, and therefore lead to inconsistent levels of challenge and support. In the most successful lessons, engaging classroom cultures promote collaboration and independence. In these lessons, learning strategies support curriculum access, independence and resilience, and reduce barriers to learning.
- Information from students' work and teachers' assessments show that most students of determination make expected levels of progress against their individual education plans (IEPs) and personal targets. The school uses effective systems to assess students' starting points, providing teachers with information to plan personalised provision.

#### For Development:

- Refine IEPs to ensure that they are personalised and that targets are specific.
- Provide consistent support in lessons in all phases.

## 06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders have a clear vision for the future of the school. They have established an inclusive school with a purposeful learning culture. They now have a focus on raising students' achievement. Leaders have tried to ensure that new members of staff have been smoothly inducted into the school community, although not all aspects of their work are covered in initial training. Middle leaders are increasing in their effectiveness.
- Systematic self-evaluation processes are in place. The strategic development plan encompasses recommendations from quality assurance visits. It is underpinned by action plans for individual areas, which set out priorities and necessary actions. However, the plans have not yet had a full impact on students' performance in Primary. The strategic plan does not contain details of evaluation procedures. Leaders' approach to the monitoring of teaching is developing.
- Parents are strongly supportive of the school's leaders. Communication between parents and the school is effective. Information is productively exchanged in a variety of ways. Parents particularly value and appreciate the curriculum overview planners, which help them to understand and support their children's learning at home. Parents are made welcome in the school. They appreciate the many formal and informal opportunities to talk to members of staff and senior leaders.
- The school's governing board ensures that the opinions of parents and other community stakeholders are heard. Members of the board have considerable expertise and experience. They are committed, ambitious and influential in shaping developments in the school. They provide a good balance of support and challenge to school leaders. They know the school well through regular visits and the information that they receive from senior leaders.
- The school operates efficiently on a day-to-day basis. Members of staff are well qualified and effectively deployed. Induction procedures generally ensure that new staff understand their roles and responsibilities. Staff feel well supported by leaders in managing their work effectively. Resources are carefully designed to motivate students and to capture their interests. Facilities include a swimming pool and spacious classrooms.

### For Development:

- Ensure that all leaders share an understanding of high-quality teaching and learning.
- Monitor and evaluate all school initiatives and activities.
- Improve induction procedures for new members of staff to include all aspects of their work.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

### **Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

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