



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

THE APPLE INTERNATIONAL COMMUNITY SCHOOL

NATIONAL CURRICULUM FOR ENGLAND

ACCEPTABLE

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NATIONAL CURRICULUM FOR ENGLAND

Inspection Dates
26 - 29 Feb 2024

Principal
Pretty Khosla

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

1036 Students

1 Emirati Students

66 Students of Determination

94 Teachers

19 Teaching Assistants

1 Guidance counsellors

OVERALL SCHOOL PERFORMANCE



ACCEPTABLE

- 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
- WEAK** | Quality of performance is below the expectation of the UAE
- VERY WEAK** | Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The caring ethos, well-being, and commitment of all staff enabling students to achieve good standards in English, mathematics, and science in the secondary phase and the good progress children make in English and mathematics in the Early years
- Students' good attitudes, behaviour and relationships across the school
- The effective partnership with parents and the wider community and the significant contributions made by governors
- The effective management of the school which has ensured the significant number of new students and staff have been smoothly inducted into the school community this year

POINTS TO IMPROVE

- Closely monitor student achievement and take the required action to raise the quality of education in the primary phase
- Build on the existing examples of good practice in teaching to ensure greater consistency across all subjects and in all phases
- Make sure leaders at all levels and those who are new to their post receive training and support so that their leadership successfully focuses on and improves teaching, assessment, and the curriculum
- Ensure teachers consistently plan challenging lessons using assessment information about students' prior learning and adapt their lessons to meet the needs of all groups of students

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**



Well-being of students, staff and visitors is a high priority in the school. The school leadership have a clear vision and direction, and ensure that well-being is central to the schools mission. The school carries out regular reviews, monitoring and analysis of information from students, staff and parents and uses the information to develop and put into place well-being initiatives. Relationships between adults and students allows most students the opportunity to develop independence and confidence in their learning.

STUDENTS' ACHIEVEMENTS

Good quality, well-organised, well-resourced and a purposeful learning environment in the early years phase enables children to make good progress, in English and mathematics and in their personal development. In the primary phase, students attainment and progress in science is good, it is acceptable in the other key subjects. In the secondary phase, students' attainment and progress in Islamic Education and Arabic is acceptable, it is stronger in English, mathematics and science.

	ENGLISH	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	GOOD
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD

	MATHS	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	GOOD
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD

	SCIENCE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD

	ARABIC AS FIRST LANGUAGE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	NOT APPLICABLE	NOT APPLICABLE

	ARABIC AS SECOND LANGUAGE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	ACCEPTABLE	ACCEPTABLE

	ISLAMIC	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	ACCEPTABLE	ACCEPTABLE

	LEARNING SKILLS	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	ACCEPTABLE	
SECONDARY	GOOD	



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Children in early years demonstrate positive attitudes towards learning, they respond well to their teachers in lessons, and can talk confidently about the importance of the vegetable they are growing in their planting area. Students talk politely to each other and are courteous and welcoming to visitors. At times they become passive learners in the less-engaging lessons. They appreciate the diversity, safety and tolerance in the UAE and have a good overall work ethic.

	PERSONAL DEVELOPMENT	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	GOOD	
SECONDARY	GOOD	

	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	GOOD	
SECONDARY	GOOD	

	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	GOOD	
SECONDARY	GOOD	

PROVISION FOR LEARNERS

The Early Years section buzzes with meaningful activities all day, with teaching being particularly strong in both Early Years and the Secondary phase. This strength stems from solid subject knowledge, effective assistance, and stimulating, precise questioning. These aspects are somewhat less noticeable in the Primary phase and within Arabic and Islamic Education, where methods to enhance students' critical thinking and problem-solving abilities are still evolving. In the Secondary phase, these strategies facilitate insightful discussions and foster self-directed learning. However, teachers don't always consistently utilise assessment data to pinpoint what students have retained, leading to some gaps in their knowledge and comprehension.

The curriculum is thoughtfully crafted, mirroring the school's ethos. Its design excels in the Early Years and Secondary phases, better catering to the diverse needs of most students compared to the Primary phase. The school offers a wide array of subjects, including robotics throughout all educational stages and French in the Primary phase.

The school premises are safe and well-organised, ensuring students feel secure. Staff have established systems to identify and assist both students with special educational needs and those who are exceptionally talented from an early stage, allowing most students to achieve personal and academic growth.



	TEACHING	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	ACCEPTABLE	
SECONDARY	GOOD	

	ASSESSMENT	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	
PRIMARY	ACCEPTABLE	
SECONDARY	ACCEPTABLE	

	CURRICULUM DESIGN	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	ACCEPTABLE	
SECONDARY	GOOD	

	CURRICULUM ADAPTATION	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	
PRIMARY	ACCEPTABLE	
SECONDARY	ACCEPTABLE	

	HEALTH & SAFETY	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	GOOD	
SECONDARY	GOOD	

	CARE & SUPPORT	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	
PRIMARY	GOOD	
SECONDARY	GOOD	

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

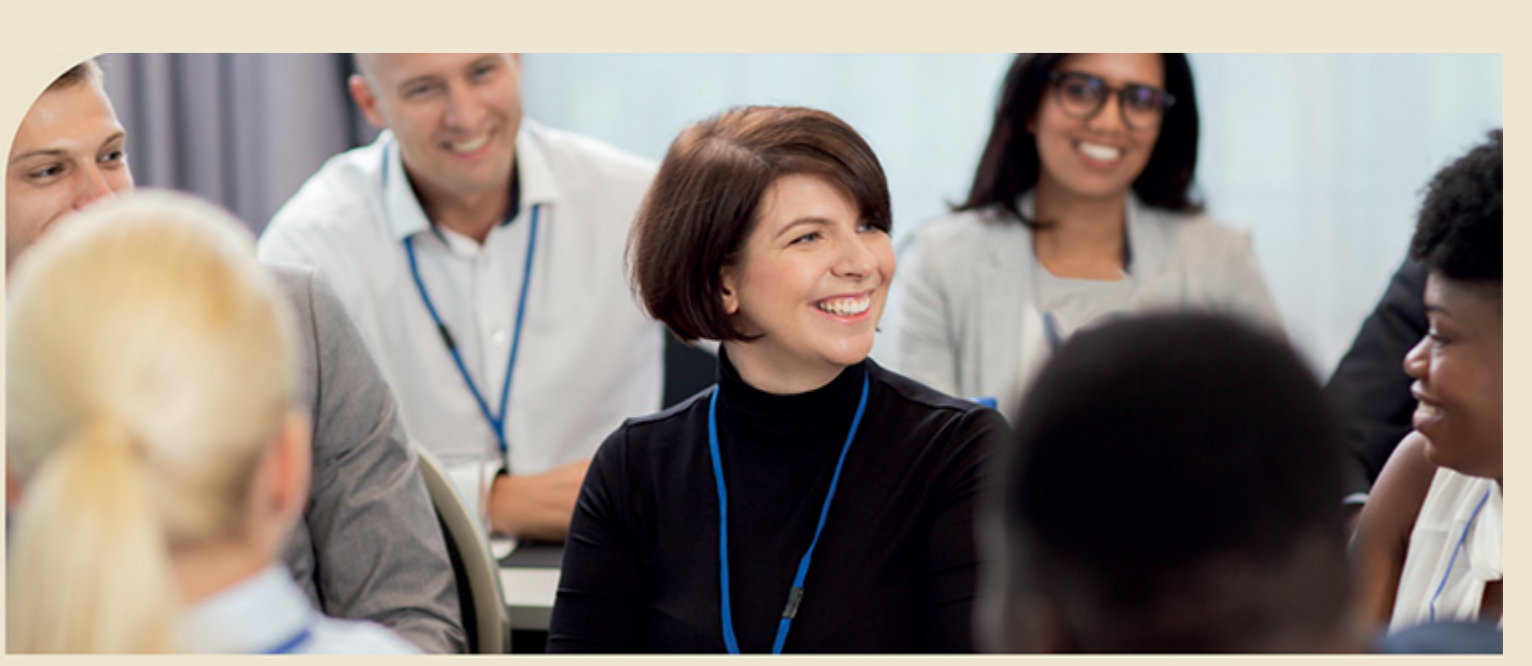
An inclusive ethos is evident in the school. There is a well-developed inclusion policy which ensures effective provision and outcomes for students of determination. Students' needs are identified accurately and trained and qualified inclusion staff deliver relevant and supportive interventions. Parents are valued and well informed about their child's education. Communication between the school and parents, is a priority. Most students are engaged in activities that provide appropriate challenge.



LEADERSHIP AND MANAGEMENT

The senior leadership team work well together. They have a clear vision. There is a developing understanding of what high quality leadership, and assessment look like. Middle leaders, who are new to their posts, are growing in their effectiveness. The governors use their varied expertise to help to improve the school. They ensure parents are informed about developments in the school as well as making sure high quality resources are available.

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



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