INSPECTION REPORT 2023-2024

APPLE INTERNATIONAL SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
GOOD	VERY GOOD	GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Qusais
Opening year of school	1994
Website	www.apple.sch.ae
Telephone	042279227
Principal	Faheem Mohammed
Principal - date appointed	1/1/2024
Language of instruction	English
Inspection dates	15 to 19 January 2024

STUDENTS

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	4990
Number of Emirati students	24
Number of students of determination	164
Largest nationality group of students	Pakistani

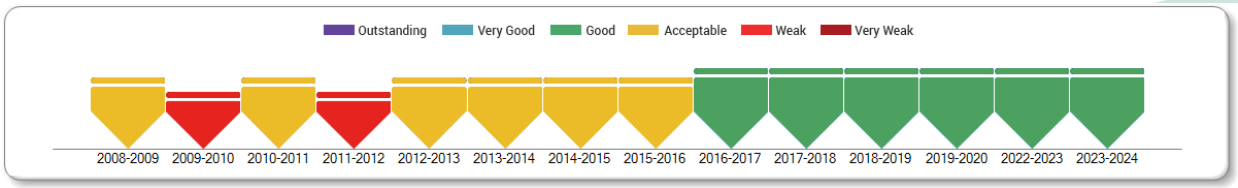
TEACHERS

Number of teachers	338
Largest nationality group of teachers	Indian
Number of teaching assistants	67
Number of guidance counsellors	4

CURRICULUM

Curriculum	UK
External Curriculum Examinations	GCSE, IGCSE, A Level
Accreditation	Cambridge

School Journey for APPLE INTERNATIONAL SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Across the school, students are enthusiastic, demonstrate positive attitudes towards learning and are able to work independently and in groups. In a wide range of activities, they generally collaborate well and can communicate their learning clearly to their teachers and fellow students. The use of digital technologies has been effective in consolidating students' learning, particularly in mathematics. Attainment and progress are generally good. Attainment is acceptable in Arabic, apart from Primary, where it is good in Arabic as a first language. In Post-16, attainment is acceptable in English, mathematics and science.

- Students demonstrate very positive attitudes. They have courteous relationships with one another and with adults. They are aware of the importance of safe and healthy lifestyles. They display a very positive work ethic. They care for their school and seek ways to improve their environment. Classroom displays provide evidence of projects which encourage environmental protection and sustainability.

Provision For learners

- Teachers consistently apply their knowledge of how students learn. They create interesting classrooms which enable students to be effective learners. Their interactions with students are very positive. They ensure that students are engaged in their lessons. Internal assessment systems are comprehensive and consistent and are used effectively to inform teaching. Assessment data are very carefully analysed. Students regularly assess others' work.

- In Secondary and Post-16, the curriculum has been extended to give older students a wider range of academic options, as well as community service opportunities. Meaningful cross-curricular links have been created, particularly in the Foundation Stage (FS). All students have opportunities to engage in extra-curricular activities.

- The school has well-defined child protection and safeguarding policies, with effective arrangements to ensure the safety of students. As a result of positive and caring relationships with members of staff, students feel secure. The systems and policies for behaviour management and safeguarding work well.

Leadership and management

- The principal, together with senior and middle leaders, provides effective management and leadership, which promote a welcoming and positive learning culture within the large school community. Parents are very supportive of the school and of the caring and safe learning environment which it creates for their children.

Highlights of the school:

- Students' strong respect for, and knowledge of, the culture and traditions of the UAE.
- The high quality of care, guidance and support given to students.
- The positive relationships between students and teachers.
- The quality of policies and procedures which ensure the health and safety of students and members of staff.
- Leaders' commitment to school improvement.

Key recommendations:

- Ensure that teaching strategies and learning activities reflect an appropriate level of challenge for students of all abilities.
- Ensure that the quality of teaching is consistent across the school.
- Raise attainment levels in Post-16, and throughout in Arabic.
- Improve attendance and punctuality.

OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Good	Good	Good
Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Good	Good	Good	Acceptable
	Progress	Very good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Very good	Good	Very good ↑	Good
Science	Attainment	Very good ↑	Very good	Good	Acceptable
	Progress	Very good	Very good	Good	Good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Very good	Very good	Very good

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Very good	Good	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Very good	Very good	Very good

06 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

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.

A. Registration Requirements	**Met Fully**

	Whole school	Emirati cohort
B. International and Benchmark Achievement	**Very good**	**Not applicable**

- In the Progress in International Reading Literacy Study (PIRLS) assessments in 2021, the school did not meet its targets, and the results show a drop from 2016. However, the school is performing above the PIRLS centre point and is now at the high international benchmark level. The achievement of girls exceeds that of boys. The outcomes of external assessments are very good overall.

C. Leadership: International and Emirati Achievement	**Very good**

- Leaders effectively use the information presented in international reports for planning and to identify and address gaps in learning. This information is used very effectively when reviewing the curriculum and when organising differentiated activities for most groups of students. Students of determination are generally well supported across the school.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	**Acceptable**	**Acceptable**

- Leaders have prioritised the development of reading skills through the establishment of a range of literacy interventions. Teachers are provided with the reading level information for all students, and they demonstrate a good understanding of their students' literacy needs. They

provide opportunities for critical thinking, inquiry, research and problem-solving in lessons, more often in mathematics and science. Students' use of technology to support their own learning has become more frequent and is evident in many lessons. Emirati students perform as well as others.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Strengthen the focus on reading literacy in order to have a greater impact on students' progress.
- Use information from assessments to ensure that the learning needs of all groups of students are met.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing upon 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 very good level.

- Leaders ensure that wellbeing is a very high priority for all. Students have a deep sense of belonging and speak with pride about being part their school. Policies are well developed. Detailed improvement plans are available, although they do not include information from students' wellbeing data.

- All stakeholders feel valued and that their opinions are heard. The restructured student council and governing board produce plans and initiatives that positively impact on students' wellbeing. The wellbeing sub-committee includes parents and students. Students feel very well cared for. They know how to ask for help if needed. Students are eager to develop new initiatives which will have a positive impact, such as the creation of additional extra-curricular activities.

- The whole-school culture contributes most to wellbeing. Many events and experiences enrich students' wellbeing in all phases. Students learn how to self-regulate and know when to seek help from fellow students or from adults. The student wellbeing 'buddy' system is implemented sensitively, with a clear understanding of when to refer more difficult problems to adults. Students are appreciative of the high-quality guidance and support that they receive from the extended counselling teams.

For Development:

- Consider more fully students' feedback and ideas when extending the extra-curricular options across the school.
- Improve the analysis of wellbeing data for more targeted development.

UAE social studies and Moral Education

- The Ministry of Education (MoE) curriculum is followed. This integrates moral education and UAE social studies through the moral, social and cultural studies (MSCS) framework. The two subjects are taught independently. Students from Year 2 to Year 13 have one weekly lesson of 50 minutes in each subject. All students learn about the culture and traditions of the UAE, as well as personal health, hygiene, welfare and contemporary environmental issues.
- Teachers use the most recent MSCS framework, together with a range of additional educational materials, and have developed a strong MSCS curriculum. MSCS develops students' learning skills when thinking critically on historical and contemporary issues. The programme also enables students to consolidate their opinions based on clear and relevant information. Students' work is regularly assessed, and results are reported to parents.

Arabic in Early Years

- Arabic is introduced in FS2 for 40 minutes per week, and in Year 1 for 100 minutes per week. The curriculum follows MoE standards and is taught by six teachers, only one of whom is qualified. The curriculum introduces basic language skills and ensures a smooth transition into Primary. The use of age-appropriate resources, interactive activities and digital technologies fosters a positive attitude towards Arabic. Lesson planning involves play-based activities, storytelling and interactive games. In Year 1, students start to read words. Both formal and informal assessments are used.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Good	Good	Good

- Attainment in Post-16 has improved as a result of more engaging teaching strategies, and of students applying more developed learning skills. Levels of attainment are sustained across the school.
- In Primary, students can extract guidance from holy verses and the Noble Hadith. Secondary students can clarify concepts like idolatry and usury. Post-16 students can discuss the significance of Islamic legislation. However, reading from the Holy Qur'an fluently and accurately is a challenge for some.
- Curriculum modification, better teaching and students' more developed learning skills have contributed to improved attainment in Post-16. Extra-curricular activities, Holy Qur'an and Seerah competitions, and thematic assemblies provide valuable opportunities for students to sustain good progress.

For Development:

- Improve students' ability to apply Tajweed rules in reading from the Holy Qur'an.
- Improve students' fluency and accuracy in reading the Holy Qur'an and Noble Hadith.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- In Primary, students can read with some accuracy and recognise elements of a story. Students in Secondary can analyse texts and poetry with some teacher support. However, students' speaking and writing skills, using standard Arabic, are insufficiently developed in all phases.
- Students in Post-16 can identify the main ideas in literary texts and poetry. However, writing in different styles and the use of correct language structures and appropriate techniques are still underdeveloped.
- Students demonstrate good levels of independent learning and respond well to questions which encourage them to think critically, when given the opportunity. Smaller class sizes in Post-16 allow teachers to personalise support. However, lower attendance figures in that phase lead to inconsistent progress.

For Development:

- Develop teaching approaches that engage students in more active and purposeful learning activities.
- Improve students' skills in creative and guided writing across all phases, as well as their speaking skills using standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Most students demonstrate the expected levels of language skills in their lessons and in their written work. Students' listening and reading skills, when dealing with familiar topics, are more secure in Secondary.
- Most students can recite previously learned phrases but are not yet able to engage in conversations in unfamiliar settings. Writing skills are developing more slowly. Some students can write short paragraphs using previously learned vocabulary.
- Students are better engaged and take more responsibility for their learning as a response to more varied teaching strategies. Students' speaking and writing skills remain underdeveloped.

For Development:

- Ensure that students are provided with more opportunities to enhance their language skills through regular practice in speaking and writing.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Very good	Good	Good	Good

- Children in FS make good progress in developing their listening, language and early literacy skills. This provides a secure foundation for subsequent development. By the post-16 phase, most students can articulate their thoughts with clarity and confidence.
- The recent implementation of a number of reading initiatives has enabled students to engage increasingly in a wider range of reading activities. However, reading areas within classrooms are limited.
- In many lessons there is an emphasis on developing spelling, punctuation and grammar. In Primary, Secondary and Post-16, the quality of writing and presentation is variable, while the range of writing styles is limited in Secondary and Post-16.

For Development:

- Extend opportunities for students in Secondary and Post-16 to write in a greater variety of styles.
- In all phases, increase the quality of writing and presentation of students' written work.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Good	Acceptable
Progress	Very good	Good	Very good ↑	Good

- Examination results indicate weak attainment levels. However, attainment in lessons is stronger. Progress in lessons largely depends on the level of challenge provided by teachers, which varies between phases and is stronger in the secondary phase.
- In FS, children recognise numerals to ten, can estimate numbers and match numerals to quantities. They can complete simple calculations which they are beginning to record in writing. In Primary, numeracy skills are developing but are not strong enough. Mental mathematics is less secure.

- In Secondary, students apply problem-solving skills to everyday situations. Digital technologies are well used to support the learning of mathematical concepts and to develop research skills. In Post-16, students are primarily focused on exploring the complexities of mathematics.

For Development:

- Raise students' attainment levels in all external examinations.
- Improve numeracy and mental mathematics skills in the primary phase.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good ↑	Very good	Good	Acceptable
Progress	Very good	Very good	Good	Good

- Internal and external assessment data indicate that students' attainment is very strong in both FS and Primary, but less so in Secondary and Post-16. Students' progress data align well with progress levels observed in science lessons across all phases.
- In FS, scientific knowledge is developing well as children use a wide variety of science equipment to improve their investigations. In Primary, students' prediction and enquiry skills are well developed. In Secondary and Post-16, the application of scientific principles is strengthening laboratory techniques.
- Teachers are generally successful in promoting investigative skills. The positive outcomes of this good practice have not yet fully impacted on attainment and progress in the secondary or post-16 phases.

For Development:

- Improve laboratory skills to help to deepen students' understanding of scientific concepts.
- Improve achievement levels in external examinations.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Good	Good	Good

- Students are enthusiastic, demonstrate positive attitudes towards learning, and are able to undertake work independently. In a wide range of learning activities, students generally collaborate well and can communicate their learning clearly to their teachers and fellow students.
- In the more successful lessons, students can make connections between their learning and their understanding of the world. This is less developed in English, particularly in Primary.

- The use of digital technologies has been effective in consolidating students' learning, particularly in mathematics. Critical thinking and problem-solving activities are common features of many lessons. Opportunities for all students to develop these skills are inconsistent.

For Development:

- Enhance opportunities for students to make connections between their learning and everyday life.
- Provide more opportunities for students to engage in critical thinking and problem-solving activities in all lessons.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding

- In Secondary and Post-16, students display stronger attitudes towards their learning, the school environment and the community. They show a mature understanding of school policies and procedures. This is reflected in their involvement in a range of extra-curricular activities.
- In FS, children show commitment to class routines. Students demonstrate very positive attitudes and have courteous relationships among themselves and with adults. They are keenly aware of the importance of safe and healthy lifestyles. In some phases, attendance levels at lessons are below expectations.
- The school has clear policies to sustain behaviour, relationships and attitudes. Students and parents are involved in a range of initiatives to enhance students' personal and social growth.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students have a sound understanding and appreciation of Islamic values. They appreciate the relevance and impact of these values on everyday life in the UAE.
- All students demonstrate a clear awareness of their own and other world cultures, particularly in the secondary and post-16 phases. This understanding is usually developed in their history, geography and MSCS lessons.
- Children in FS recognise national emblems and can sing the National Anthem. Students in all phases celebrate Islamic events including the Prophet's (PBUH) Day. They promote Islamic values in assemblies.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students participate willingly in activities that have positive effects on the school and wider communities. They are proud to lead initiatives such as the Read and Lead programme. However, opportunities for involvement are not as evident in FS.
- In all phases, students' work ethic is very positive. Regular discussions focus on community involvement. Through role-play, students assume different community roles to deepen their understanding.
- Students care for their school and seek ways to improve their environment. Classroom displays show evidence of project management, environmental protection and sustainability efforts. In FS, themes such as global conservation of fish stocks are introduced through role-play and performance.

For Development:

- Improve attendance at lessons in all phases, particularly in Post-16.
- Ensure that there are greater opportunities for children in FS to be involved in whole school events.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↑	Good	Good	Good

- In all phases, teachers consistently apply their knowledge of how young people learn. They successfully make effective use of a range of appropriate resources to create interesting learning environments.
- Teachers' interactions with students are very positive. Most ensure that students are engaged in their learning. Across all phases, teachers generally use questioning effectively to promote individual reflection and to initiate meaningful dialogue. This is a particularly strong feature of lessons in Secondary and Post-16.
- Teachers generally prepare detailed lesson plans which outline strategies to provide appropriate levels of challenge and support. However, in some lessons, levels of individual differentiated challenge for students of determination and for higher ability students are uneven.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good	Very good	Very good

- Internal assessment systems are comprehensive and consistent. They are used effectively to inform teaching. Regular, ongoing assessments provide teachers with reliable and accurate information on students' achievement levels.
- Assessment data are analysed very well. In the most successful lessons, teachers use assessment data to prepare differentiated activities and arrange students into ability groups. Student's assessment of their own and others' work is a regular feature of many lessons.
- Some teachers provide constructive written feedback, which helps students to improve. This approach is not consistently applied across all subjects. Students' engagement in the feedback process is not well developed.

For Development:

- Ensure that teaching strategies and learning activities provide appropriate levels of challenge for students of all abilities.
- Ensure that students respond to teachers' feedback on their work.
- Ensure that the best assessment practices are consistently applied across all phases and subjects.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Good	Good	Good

- The National Curriculum for England (NCfE) is well established in all phases. In Secondary and Post- 16, the curriculum has been extended to give older students a wider range of academic options and community service opportunities. In FS, curriculum adaptations have successfully improved provision.
- Curriculum mapping and meetings between phase leaders ensure that continuity and progression of learning are maintained. Gaps in learning are addressed when identified. However, the impact of these adaptations and interventions is not yet fully evident in the post-16 phase.
- Meaningful cross-curricular links have been developed and are clearly seen in FS lessons in particular. Leaders carry out regular curriculum reviews but have not yet ensured very good provision in all subjects or phases.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Good	Good	Good

- Teachers successfully make appropriate modifications to the curriculum to meet the needs of diverse groups of students. Enhancements such as individual education plans (IEPs) are mostly very positive but are not always implemented appropriately across all phases.
- The curriculum offers a range of opportunities for all students to engage in extra-curricular activities. Science, technology, engineering and mathematics (STEM) options have been developed and successfully applied. However, opportunities for innovation and enterprise are less well developed across the school.
- The school offers appropriate learning experiences to help students to develop a broad understanding of the culture and society of the UAE. They are well embedded in most subjects.

For Development:

- Ensure that curricular adaptations and interventions are successfully implemented in Post-16.
- Ensure that curriculum reviews are focused on delivering very good provision in all subjects.
- Ensure that cross-curricular links are regularly made in lessons in all phases.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has well-defined child protection and safeguarding policies. Arrangements are in place to ensure the safety of students and members of staff. Aspects of these procedures are not entirely effective, such as movement procedures in the FS block.
- The school creates and maintains detailed and comprehensive records for all matters relating to health and safety.
- Healthy living is embedded and promoted in all aspects of school life, and across all phases. Medical personnel develop and support initiatives related to healthy lifestyles, often in conjunction with the student council.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Very good

- Students feel cared for and valued. Relationships between students and members of staff are positive. Students feel safe because the systems and policies for behaviour management and safeguarding work well, and because levels of trust with their teachers and other staff members are high.
- Students of determination are well cared for. Identification processes work well. However, academic support for this group of students is more variable. Arrangements for students who are gifted and talented are well developed. Innovative leadership opportunities extend their personal and academic development.
- Students learn how to stay safe. They learn about issues such as cyberbullying and how to manage their responses to them. Their wellbeing and aspirations are guided, supported and monitored by qualified professionals who give sensitive support when required.

For Development:

- Ensure high levels of academic progress for students of determination by providing appropriate support in lessons.
- Review arrangements for circulation within the FS block.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- Leaders successfully enable an inclusive ethos across all phases, which is reflected in robust policies and procedures for admissions and enrolments. Recently appointed inclusion leaders have the appropriate skills and experience to impact positively on the learning experiences of students of determination.
- Students' needs are swiftly identified by using a range of effective assessment tools. The information generated informs referrals for extra support. A graduated approach to interventions ensures appropriate provision. The interventions are not yet monitored closely enough.
- Partnerships with parents are very strong. Parents speak highly of the detailed information which they receive. Their informal feedback and involvement make a positive contribution to IEPs. Information sessions extend parents' understanding of a range of issues that might support their children in school and at home.
- In the most successful lessons, classroom support is effective for students of determination, with appropriately differentiated tasks. This practice is not consistent, particularly in relation to the academic learning of those students with the highest levels of need.
- Robust assessment systems provide detailed information which leads to increasing levels of confidence and personal self-assurance. However, progress against individual targets is inconsistent and variable

For Development:

- Monitor the implementation of students' IEPs to ensure that they are delivered consistently.
- Track individual targets for students of determination on a more regular basis, and ensure that they are making progress in their learning in the core subjects.

06 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

- The principal, senior and middle leaders provide effective management and leadership. They promote a welcoming and positive learning culture within the large school community. Relationships throughout the school are strong. Communication is very effective. Leaders have managed the integration of a significant number of additional students and teachers to the school during this academic year. Morale throughout the school is positive.
- Very efficient systems enable the collection of a wide range of information which informs the school's self-evaluation process. Leaders have identified strengths and areas for improvement. They have developed strategies and actions to consolidate the quality of provision during this current expansion phase. Effective monitoring of lessons tracks the impact of teaching on students' achievement and identifies areas for improvement. Leaders have made significant progress in addressing most of the recommendations from the previous inspection report.
- Parents are very supportive of the school. They appreciate the caring and safe environment which their children experience. The communication channels between parents and the school are very effective. Parents feel that their opinions are heard. They praise the quality of reporting. The parents' forum is represented on the governing board. Strong community links, and national and some international partnerships, have been established.
- The governing board includes representation from all stakeholders. It meets regularly. Members have specific levels of expertise which allow them to be involved in all aspects of school provision. The board is managing the recent growth in the school population. Members are focused on consolidating and developing the resources and facilities to support teaching and learning.
- Most aspects of the day-to-day management of the school are well organised. There is a positive school atmosphere and a safe environment for all. Teachers are suitably qualified in the main. They benefit from regular, targeted professional training. Library provision and resources are only adequate. Some classrooms have limited space in which to accommodate larger classes. Digital learning platforms are generally used effectively, although presentation technologies are not always used interactively.

For Development:

- Ensure that classrooms and learning spaces are adapted to the teaching and learning needs of the groups allocated to them.
- Reconsider the role of the school library service as reading literacy hubs for the school.

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