

# Inspection Report



## Apple International School

2014-2015



## CONTENTS

<b>School Information</b> .....	<b>2</b>
<b>Parents' Report</b> .....	<b>3</b>
<b>School Inspection Report</b> .....	<b>9</b>
Overall school judgement .....	10
Key strengths .....	10
Changes since the last inspection.....	10
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development? .....	14
How good are teaching and assessment?.....	15
How well does the curriculum meet the educational needs of all students?.....	17
How well does the school protect and support students? .....	19
How well does the school provide for students with special educational needs? .....	20
How good are the leadership and management of the school? .....	20
What are the views of the Principal, parents, teachers and students?.....	23
What happens next?.....	24
How to contact us.....	24

## School information



### General information

Location	Al Qusais
Type of school	Private
Opening year of school	1994
Website	www.apple.sch.ae
Telephone	04-2638989
Address	Qusais 1, P.O. BOX 33963
Principal	Ms. Pranjala Dutta
Language of instruction	English
Inspection dates	16 <sup>th</sup> – 19 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	4 - 13
Grades or year groups	Foundation Stage - Year 8
Number of students on roll	2300
Number of children in FS 1	0
Number of Emirati students	22
Number of students with SEN	13
Largest nationality group of students	Filipino



### Teachers / Support staff

Number of teachers	126
Largest nationality group of teachers	Indian
Number of teacher assistants	23
Teacher-student ratio	1:25 EYFS; 1:13 rest of the school
Number of guidance counsellors	3
Teacher turnover	39%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	ACER
Accreditation	

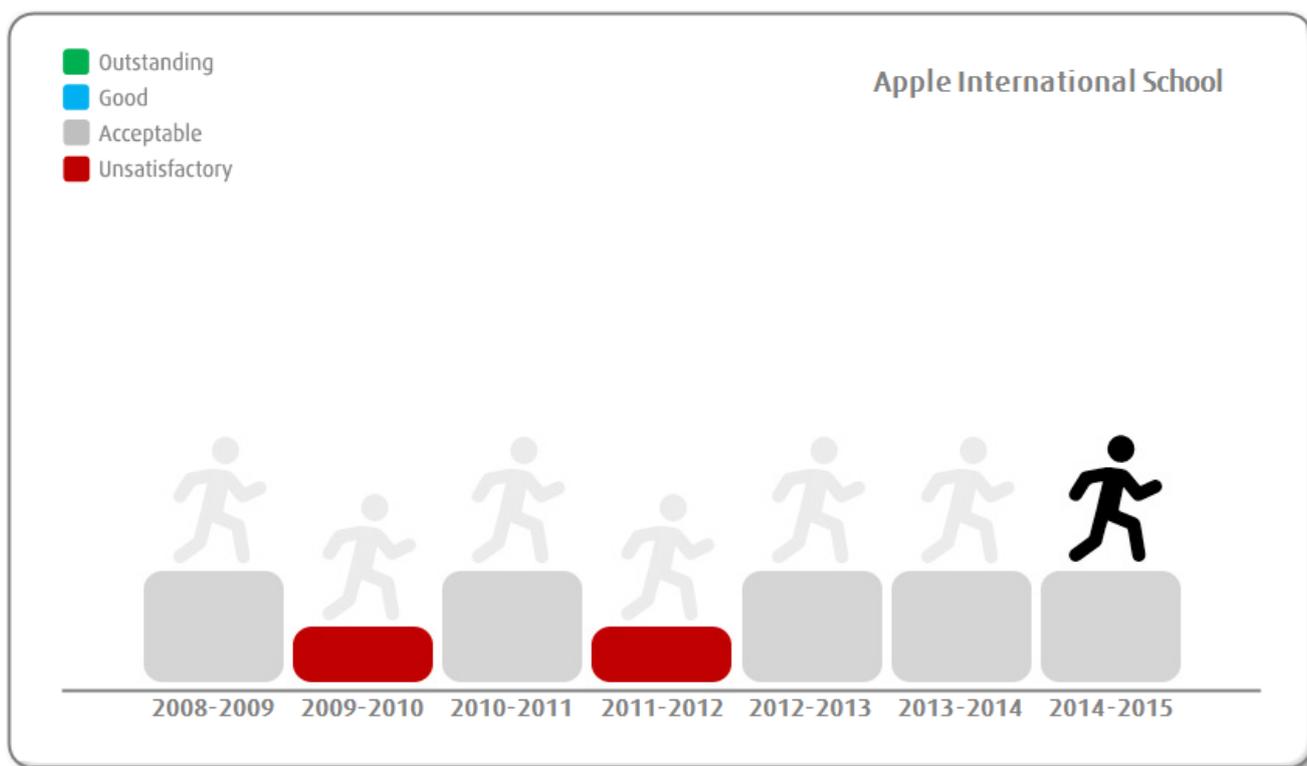




Dear Parents,

Apple International School was inspected by DSIB from 16<sup>th</sup> to 19<sup>th</sup> March 2015 and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Attainment and progress in English were good in the Foundation Stage.
- The personal responsibility, understanding of Islamic values and community and environmental responsibility of students were good in all phases.
- The school's approach to a healthy lifestyle, health and safety, and support for the students' was good.
- The school had good relationships with parents and involved them in their children's education.

### Areas for improvement

- Ensure that all teachers have a full understanding of the National Curriculum for England and can effectively implement the expectations of the curriculum in lessons, to meet the needs of all students.
- Teaching and learning should be further developed across all subjects and phases of the school.
- Leadership and management should focus on student learning by linking teachers' professional development to student outcomes and targets arising from lesson observations.
- Improve planning and teaching across all subjects by implementing standardised assessments linked to the curriculum expectations.
- Improve the progress made by students with special educational needs by regularly monitoring their learning and providing appropriate modifications in class.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Apple International School



### How well does the school perform overall?

Overall, Apple International School provided an **Acceptable** quality of education for its students.

- Attainment and progress were acceptable in almost all key subjects across the school. Almost all students were eager and enthusiastic learners of English as a second language. They were keen to collaborate. They responded well when given the opportunity to think critically and use learning technologies to support their work.
- Almost all students were well behaved in and around school. They cared for their school community and for other students.
- Teaching was acceptable overall. However, it did not always meet the needs of all groups of students. Teachers did not use assessment information to plan better learning activities or develop the next steps for students' learning.
- The curriculum quality was acceptable. Some enrichment opportunities were provided but insufficient use was made of the skilful application of learning technologies to support students' learning.
- A strong culture of protecting and supporting students ensured that students enjoyed school and felt safe and valued.
- The newly appointed Principal and leadership team had made a positive start in the school. They were well supported by the newly restructured board of governors. Processes for self-evaluation were more secure and action plans had measurable targets. However, the analysis of data had not led to improved challenge and support in the classroom. Strong communication links and regular reporting to parents helped them to play an important part in their children's education.

### How well does the school provide for students with special educational needs?



- Overall, students with special educational needs made acceptable progress in their learning. Individual student progress was mapped by teachers through monthly recorded assessments.
- Curriculum modifications were provided for classroom teachers, but the recommended adjustments were not always implemented properly.
- Support for students with special educational needs was provided by qualified teachers, the guidance counsellor and the vice Principal. The student buddy programme provided additional and relevant support for students in the classrooms.

## 1. How good are the students' attainment, progress and learning skills?

		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	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory
	Progress	Not Applicable	Acceptable	Acceptable 
 English	Attainment	Good 	Acceptable	Acceptable
	Progress	Good 	Acceptable	Acceptable 
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable 	Acceptable
		Foundation Stage	Primary	Secondary
Learning skills		Acceptable	Acceptable	Acceptable

 Improved from last inspection

 Declined from last inspection

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary
Personal responsibility	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good 	Good 
Community and environmental responsibility	Good	Good	Good

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
Health and safety	Good	Good	Good
Quality of support	Good	Good	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Unsatisfactory 



## Overall school judgement

**Acceptable**

## Key strengths

- Attainment and progress in English were good in the Foundation Stage.
- The good personal responsibility, understanding of Islamic values and community and environmental responsibility of students in all phases.
- The school's approach to a healthy lifestyle, safety and support for the students' was good.
- The school had effective relationships with parents and involved them in their children's education.

## Changes since the last inspection

- A new Principal had taken up post in November 2014 and was supported by the vice-Principal who had started at the beginning of the academic year. The senior leadership team now included those responsible for the curriculum across the school.
- New subject leaders had been appointed from within the school and taken up their duties in January 2015.
- Progress in Arabic as an additional language in the secondary phase had improved to an acceptable level.
- The understanding of Islamic values, and awareness of Emirati and world cultures in the school was good.
- Assessment practice had declined in the primary and secondary phases.
- Management, staffing facilities and resources were now unsatisfactory in the school.

## Recommendations

- Ensure that all subject teachers, across all phases have a full understanding of the National Curriculum for England and effectively implement the curriculum expectations in lessons.
- Ensure that learning is more engaging and meets the needs of all students.
- Implement effective teaching across the school by:
  - making better use of accurate assessment information in lessons, taking sufficient account of individual starting points
  - providing adequate challenge in lessons for all students but especially for the most able
  - increasing active and investigational based learning
  - setting meaningful and challenging targets to accelerate progress.
- Focus leadership and management on the effectiveness of student learning by:
  - linking teachers' professional development to the achievement of students during lesson observations
  - measuring the effectiveness of improvement initiatives on the quality of teaching.
- Leaders to ensure that the school implements and analyses standardised assessments for all students, which are linked to the curriculum and used successfully in lessons so that there is greater challenge and support for all students.
- Improve the progress of students with special educational needs, by regularly monitoring their learning and providing appropriate modifications in class.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### 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	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Children entered the Foundation Stage with little or no English. They progressed quickly to develop good communication skills. By the end of the Foundation Stage the majority of children made significant gains in their knowledge, skills and understanding in English speaking, particularly in relation to their assessed starting points and as measured against learning objectives
- Most children understood mathematical concepts to an age appropriate level, especially in number activities. Only a few were confident in the use and application of number in solving problems.
- Most children demonstrated acceptable levels of scientific concepts and emerging inquiry skills; they observed accurately and used scientific vocabulary that were in line with curriculum expectations. Most children developed a more secure understanding of a range of aspects in their world.

### Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable 

- Students' demonstrated a sound understanding of the basic Islamic values of honesty and truthfulness and those directly related to behaviour and attitudes. Their recitation skills were positively influenced by the development of the Holy Qur'an recitation club. Most students had an adequate knowledge of the manners expected of good Muslim when fasting in the Holy month of Ramadan as well as the examples and concepts given by the Prophet Mohammad, (PBUH).
- In Arabic as a first language most students could express themselves adequately, they could write short meaningful sentences that were grammatically correct. They made acceptable progress understanding the main ideas of simple, short poems.
- In Arabic as an additional language, most students could read familiar words with fluency and match them to pictures correctly. They made acceptable progress in learning to use the words they learnt to construct short sentences to express simple ideas.

- In English, most students listened well. The majority could communicate effectively with their peers using age appropriate vocabulary. Their written responses during class activities prompted the use of single words and short phrases, spelt correctly. By the end of this phase, most students presented more detailed responses during class discussion using varied vocabulary. They understood how to use basic grammar and were able to write sentences that included prepositions, adjectives and action words. However, there were not enough learning opportunities for students to develop independent writing and reading.
- The majority of younger primary students in mathematics had a secure understanding of 3 dimensional shapes and could name their common characteristics. When working with number, students could work with a fluency and confidence that enabled them to progress and apply their skills. Older primary students continued to progress at the expected rate, developing their understanding.
- In science most students had a weaker knowledge of earth sciences compared to their knowledge of life sciences. In lessons there was insufficient focus on scientific thinking. There were too few opportunities to plan their own experiments, investigate accurately, and construct controlled testing. Most students could record their observations; they did not always communicate these in a scientific way.

### Secondary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Acceptable 
English	Acceptable	Acceptable 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education most students made acceptable progress with the recitation and interpretation of Holy Qur’anic verses. Students understood the virtue of patience; they made good progress in understanding the main Islamic etiquettes, especially those related to the social life that are driven from Sunna.
- In Arabic as a first language, most students could read short poems fluently, distinguished between verbal and nominal sentences, and were adequately aware of similes. They made acceptable progress in understanding the main ideas of poems, they could analyse verses, and wrote meaningful sentences.
- In Arabic as an additional language, most students could understand simple spoken language. However, students’ speaking skills were limited and they lacked confidence when speaking in new contexts. They made acceptable progress in learning to write short sentences using given words, and familiar reading texts correctly.
- In English most students could deduce, using increasingly sophisticated vocabulary from a variety of texts, settings and characters. They could form opinions and conclusive arguments when studying persuasive and narrative texts. Most could write paragraphs with supporting detail in response to writing prompts. Their punctuation, spelling and use of grammar was acceptable. However, most students did not write independently for purpose, nor read widely for pleasure.

- In mathematics most students were able to recognise the characteristics of a quadrilateral, they could create a rectangle from a parallelogram. They could apply a formula with a reasonable degree of accuracy. However, a minority showed a weakness in their number work; they could not describe the process they were performing. Older students made progress when working at the appropriate level on Pythagoras's Theorem; they could produce proof of the theorem. A few students were able to give realistic examples of the application of mathematics to the real world.
- In science, most students demonstrated knowledge and understanding in line with curriculum and international expectations. Year 7 students were able to use appropriate techniques to measure the pH scale of liquids. By Year 8 most students independently researched the components of blood. However insufficient attention to the reliability and accuracy of the information, as well as insufficient application of science to technology and the real world, restricted their progress.

	Foundation Stage	Primary	Secondary
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable

- Most students were engaged and took responsibility of their own learning when teaching was lively, challenging and interactive.
- In the majority of lessons, students interacted and collaborated well with each other when given the opportunity to do so and when teaching allowed for this. In the Foundation Stage collaborative learning was a key feature of every lesson plan and effective interactions occurred regularly.
- In a minority of lessons, students were provided opportunity to apply their skills and knowledge to new learning contexts and real life situations. However, these were not always relevant. In the Foundation Stage, opportunities for curricula links were systematically and regularly planned. There were common features in daily mathematics, physical education, science and language lessons. Children could make adequate connections to prior learning and other areas of the curriculum.
- Few students across all phases demonstrated abilities to generate and explore ideas independently. When technology, such as iPads were used for research, outcomes were often restricted; irrelevant, unsuitable research information was produced.

## 2. How good is the students' personal and social development?

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

- The majority of students demonstrated mature and sensible attitudes.
- Behaviour was good overall. However, in a few classes teachers did not maintain effective classroom management.
- Relationships between students and staff were respectful.
- Almost all students understood and practiced healthy living; they contributed to daily assemblies and planned and implemented a healthy living programme.
- Attendance was good overall. Punctuality had improved as a result of a more stringent policy and responsiveness in addressing student lateness.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good 	Good 
<ul style="list-style-type: none"> <li>Students demonstrated a good understanding of Islamic values and their relevance and importance to everyday life in Dubai.</li> <li>Most students understood the heritage and cultural aspects of life in the UAE. The school's proactive approach to embracing the Islamic culture included Hajj simulation, specialist speakers, Holy Qur'an competitions and assemblies. This supported the development of student knowledge and understanding across the school.</li> <li>The majority of students fully appreciated and celebrated their own cultures. However, knowledge about other world cultures was the least well developed aspect.</li> </ul>			

	Foundation Stage	Primary	Secondary
Community and environmental responsibility	Good	Good	Good
<ul style="list-style-type: none"> <li>Almost all students demonstrated a good understanding of their responsibilities as members of the school community. They participated in assemblies and in enterprise activities. They celebrated religious and national occasions.</li> <li>Most students had a good approach to their work; they developed creative ideas for their own projects and were timely when completing tasks. They were involved in a range of benevolent activities and through them, raised money for the needy and for charities.</li> <li>Students' environmental awareness across all phases was good. They took part in a range of activities that promoted environmental awareness. However, their understanding of the impact of such activities on their daily lives remained limited.</li> </ul>			

### 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The majority of teachers had a secure subject knowledge and a basic understanding of how students learn.</li> <li>Although most lesson plans had clear objectives they lacked appropriate information on differentiation. The few available resources were suitably matched to the curriculum and supported the development of students' understanding.</li> <li>Opportunities for discussion and debate were key features in most lesson and when well managed, promoted valuable learning. However, in too many lessons students were passive participants. In most lessons teachers monitored students' progress and used questioning to determine levels of understanding. However, teachers' expectations were often too low and provided inadequate challenge for the range of abilities within a class.</li> <li>Few teachers were prepared to encourage students to take responsibility for their learning, with very few examples of students working independently and collaboratively being evident. Students were</li> </ul>			

too reliant on teachers to provide instructions for the next phase of the lesson. Opportunities for students to reflect, problem solve and think critically about their work were limited.

- Most teachers of Arabic as a first language knew their subject well. They used standard Arabic regularly. Lesson planning included clear objectives, detailed activities and resources such as ICT, to promote learning. Good interactions between teachers and students were evident. Teachers encouraged students to participate through questioning, group work, and dictionary searches. They used different worksheets for groups of student. However, there was insufficient challenge for the more able students; there was limited critical thinking in most lessons.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Unsatisfactory ↓	Unsatisfactory ↓

- In Foundation Stage the school had introduced the Early Years Foundation Stage Summative Assessment Profile. This supported teachers' development of knowledge of all groups of children. Assessment was starting to be better used in this phase.
- The school used a range of formal assessments in the primary phase. These included formative and summative assessments. They provided the coordinators and subject leaders with data that gave an indication of how well students had progressed against the curriculum expectations. The curriculum had been aligned to the National Curriculum of England. However, the school was not using the national curriculum levels to benchmark attainment.
- The school had made use of the international benchmarking tests. However, less than half of the student population were tested, with variable numbers being tested from year to year. Overall, the school did not have a consistent means of benchmarking students' progress against international comparators.
- The internal assessment processes provided data to track student progress. Although teachers had access to the analysed data, this was not secure year to year. There was little evidence of effective and valid target setting. Students were unclear about their targets and could not explain their purpose. Teachers were not using assessment data to inform their lesson planning and modify the curriculum.
- Teachers had a reasonable knowledge of individual students' performance. However, the assessment data was not used sufficiently to provide appropriate levels of challenge, to adequately meet the learning needs of all students. There was a lack of diagnostic comment in student workbooks. There was rarely enough direction given to students on what they had to do to make better progress in their subjects. The school had no marking or assessment policy and the expectations of teachers assessing students' work remained unclear.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The quality of the curriculum was acceptable across the school. The Foundation Stage curriculum had a clear rationale. It had been redesigned to meet the standards of the Early Years Foundation Stage and it successfully prepared students for the next stage in their learning. Elsewhere the curriculum was broad and balanced and based on the National Curriculum for England. However, it lacked an emphasis on skill development, there was too much focus on the acquisition of knowledge. In the English curriculum there was insufficient development of writing and reading skills.</li> <li>Planning for progression to the next level beyond the school was in the early stages of development. Year 8 students took aptitude tests to help them choose subjects for their new school but visits and other support were missing. They were insufficiently prepared for the next stage in their education.</li> <li>A variety of school events and community initiatives enriched the curriculum and enhanced students learning, these included literary festivals and a Grandparents day. Special events were inconsistently built into the Foundation Stage curriculum.</li> <li>In most phases, other than in Foundation Stage, very few cross-curricular links were planned. Systematic implementation in all lessons was not evident. In lessons across all subjects and year groups, opportunities for independent learning and critical thinking were rarely seen.</li> <li>The curricula in Islamic Education and Arabic were acceptable. They followed the MOE curriculum and were fully compliant with its requirements. The school planned the curriculum adequately to ensure progression against the standards. However, there were too few opportunities to enrich speaking and writing skills in Arabic. An Islamic week provided an opportunity to enrich student's learning experiences.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Curriculum design was acceptable across the school. Foundation Stage provided a child-centered curriculum with stimulating learning opportunities for most groups of children. Some adjustments were made to meet children's different needs. In primary and secondary, modifications were planned for students with special educational needs, informed by their individual educational plans. Adjustments were sometimes made for low attaining students. However progress for these students was hampered by insufficient support by the class teacher. There was a lack of challenge for the majority of students, especially the most able. Their progress was limited as a result. The schools timetabled zero period was rarely planned sufficiently by teachers or used effectively to meet the needs of all students.</li> <li>In Foundation Stage children had limited opportunities to choose their activities. There was little choice for them within the curriculum, they could choose either French or Urdu and one activity per week in the zero period.</li> <li>The community enrichment programme, school events and field trips provided additional opportunities for all students to develop creative and personal skills, interests and talents. These also raised their awareness of issues and responsibilities.</li> <li>The school offered two sessions per week in Arabic language for children in the Foundation Stage; the development of basic vocabulary and common phrases were targeted.</li> </ul>			



## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
<b>Health and safety</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>The school had well-developed child protection and cyber-safety policies that were shared with the school community. Students knew whom to contact in case of need and all were well aware of the dangers of bullying.</li> <li>The clinic provided regular health checks. All students were encouraged to board and leave buses in a safe manner. The school premises were adequately secure.</li> <li>The school conducted regular fire drills and emergency evacuation plans were clearly visible. Nurses monitored students' health and kept accurate, up-to-date records of all incidents related to students' safety.</li> <li>The school maintained its buildings in a good and clean condition, it took appropriate measures to ensure facilities were accessible and safe for all students.</li> <li>The school promoted healthy living by providing awareness programmes, daily exercise, and the availability of a broad range of healthy snacks and food choices in the canteen.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Quality of support</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Staff-student relationships were positive and respectful throughout the school. Teachers and staff knew all students well, they were well aware of their students' social, physical, emotional and intellectual needs. Behaviour was well managed in most classrooms and classroom management plans were in place.</li> <li>The implementation of new attendance and punctuality procedures had resulted in improvements. The school maintained accurate attendance records for students. The school communicated to parents promptly when students were regularly absent or were late to school.</li> <li>Formal policies and procedures for the admission and identification of students with special educational needs were operational. Qualified staff led the identification process. They trained staff on effective ways of working with students who had special educational needs.</li> <li>Support for students with special educational needs was focused on meeting individual student needs. Strategies included appropriate and effective classroom accommodations and modifications as well as support and progress monitoring. Support strategies were clearly described in student's individual educational plans. However, not all teachers implemented the modifications as written.</li> <li>Advice and support for all students was provided by the counsellor, teachers, and administrators. Guidance for final year students transitioning to a new school was conducted on an individualised basis, focusing on their future career choices.</li> </ul>			

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The special educational needs leader provided training and follow-up support for classroom teachers. Modifications and strategies for students were produced collaboratively with individual educational plan team members. A team, consisting of two highly qualified teachers from the special educational needs department, provided programmes and academic support for identified students.</li> <li>Effective identification processes were in place. Evidence collected to support the identification included: assessment data; observation; student work; checklists and formal psychological evaluations. Workshops and training for classroom teachers was provided to assist in accurate identification of students. Parent referrals were shared and used appropriately.</li> <li>Students received classroom support from a student buddy. One-to-one or small group instruction also assisted. Modifications provided to classroom teachers were utilised sporadically, often students participated in a class without support of curriculum modification.</li> <li>Parents were fully involved in the process of identification and development of the individual plan. They were supportive of the school's work and were regularly contacted by the school with updates on their child's progress.</li> <li>Students with special educational needs made acceptable progress in their learning. However, tracking of their progress was not secure and work samples were incomplete.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>Under the direction of the new Principal, Vice Principal and Curriculum Coordinators, all senior leaders provided a clear vision and direction for the school. All were committed to ensuring that the school played its part in supporting the 2021 UAE National Agenda.</li> <li>The new leadership team had clear lines of delegation and responsibility. The leadership skills of middle management, including subject coordinators and section leaders had improved. Expertise to manage their department was more secure. The leader of the Foundation Stage led an imaginatively organised programme; provision had improved.</li> <li>Relationships were respectful and professional. Communication from senior leaders to and across departments was developing positively. However, occasionally messages were misinterpreted and vital information was not always acted upon in a timely manner.</li> <li>Improvements in provision, outcomes and teacher training in the Foundation Stage were beginning to have a positive impact on children's learning outcomes. However, more improvement was required.</li> <li>Leaders had sufficient capacity to improve the school further, particularly in the areas of teaching and assessment.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> <li>• Self-evaluation had been firmly embedded within the school and was a continuous process. Views of all staff and stakeholders had been incorporated however, judgements remained inaccurate. The school did not have an accurate or precise overview of its strengths and weaknesses.</li> <li>• The new leadership team had identified the need for further development in teaching and learning across the school. Nevertheless, the schools judgements of teaching provision lacked accuracy and the school's energies for improvement were often misdirected.</li> <li>• A whole school development plan was in place with measurable targets. It was supported by departmental action plans; these had specific targets which were linked to success criteria. Yet, the plans concentrated more on when tasks were to be completed, rather than on their impact on students' progress and attainment.</li> <li>• The school had made very little progress in addressing the recommendations from the previous year's inspection report, only one recommendation was fully addressed. Students with special educational needs were better identified.</li> </ul>	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>• Parents spoke highly of the school, almost all were satisfied with the educational provision provided for their children. However, a few parents of children with special educational needs requested more specialised support and assistance, especially in supporting the transfer of Year 8 to other schools. Parents were knowledgeable and clear about why the school suited their children well.</li> <li>• There was a strong sense of community, which together with good communication, allowed parents to play an active role in the education of their children. Good links via the school website were now in place, these were used and appreciated by parents.</li> <li>• Regular progress reports, posted on the secure portal, gave parents a continuing picture of how well their children were developing. However, these reports did not provide personalised, next steps in student learning.</li> <li>• There were numerous opportunities for parents to volunteer their services. These included community service, supporting various charities, environmental improvement and links with businesses.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>Representation on the Governing Body had been developed further to include the school owners, new leaders, parents and an educationalist. The board had sought the views of parents, teachers and students about many aspects of the school. This helped to inform their decisions.</li> <li>Regular, formal meetings ensured that the governing body monitored the school actions and held senior leaders to account for performance and academic outcomes. Through the reports they received and their own personal contact with stakeholders, governors kept in touch with the school's development. Their involvement in self-evaluation provided clarity and ensured reliable knowledgeable. However, governors remained dependent on analysis and feedback of data from the school's leaders.</li> <li>The board was briefed on student performance and on pending issues which required further development and finance. This process supported their understanding of key issues and enabled better decision making. Governors were committed to developing the school further. Nonetheless, further investment in human and physical resources was required.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Unsatisfactory ↓
<ul style="list-style-type: none"> <li>The school's management of its procedures and routines were generally effective. The timetable was well implemented and met the needs of most students and staff. Most students were familiar with their routines. Display boards were used effectively to communicate learning activities and achievements. Parent communication was effective; class assignments were available for viewing using an online system.</li> <li>There were a sufficient number of academically qualified teachers in senior phases; most had a teaching qualification. However, teachers in the Foundation Stage were not effectively deployed; most did not have an appropriate Early Years teaching qualification. Almost half of these teachers were new to the school.</li> <li>Primary teachers of the youngest students were not supported by a teacher assistant in class, despite large numbers of students in these classes. Teacher appraisal was implemented; there was individual goal setting. Leadership had identified which teachers required improvement. However, the provision for teacher professional development was limited.</li> <li>The school's facility provided a safe, secure environment for learning, teaching and extra-curricular activities. Furniture and fittings were well maintained. However, classroom floors were commonly littered with paper and debris.</li> <li>Additional investment had been made in resources. However these remained insufficient. While the concept of 'Bring your own device' (BYOD) was introduced in Years 6-8, the use of technology by students remained infrequent. It was not yet used as a meaningful educational tool by students.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	395	21%
	<b>Last year</b>	474	33%
 <b>Teachers</b>	95		89%
 <b>Students</b>	There were no senior students in the school		

- Only a minority of parents and most teachers responded to the survey.
- Almost all parents and teachers were satisfied with the education provided by the school and in Dubai. Almost all parents agreed that their child enjoyed school, was safe and secure and had opportunities to become aware of other cultures as well as learn about the community and environment in Dubai.
- Most parents agreed that in most subjects, their child made good progress, with the exceptions of Islamic Education and Arabic for first and additional language learners. Almost all parents were satisfied about the development of their children's learning skills and agreed that sufficient support was provided by teachers to develop them further.
- A majority of teachers agreed that the school was led well and their concerns were acted upon quickly by the new school leadership.
- Although most parents were satisfied with the range of resources including learning technologies, a few noted that more active exposure and integration to technology was required. Although most agreed that the school provided a broad range of subjects which prepared students for the next stages in their education, a minority were concerned that there were not enough extra-curricular activities or had to be paid for which prohibited participation for some.
- A significant majority of parents agreed that their child was being well protected from cyber bullying and most were satisfied that staff in the school dealt with any instances of potential bullying swiftly.
- Almost all teachers were satisfied with the time they were given to prepare and mark their students work.

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

## 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

## How to contact us

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