

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

Springdales School LLC

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



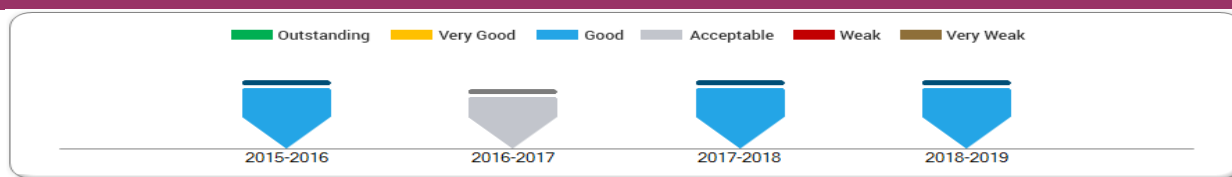
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School Information

General Information	Location	Al Quoz 4
	Opening year of School	2013
	Website	www.springdalesdubai.com
	Telephone	971-043381311
	Principal	Julian Williams
	Principal - Date appointed	8/1/2016
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018
Students	Gender of students	Boys and girls
	Age range	3-17
	Grades or year groups	Kindergarten 1 to Grade 11
	Number of students on roll	1148
	Number of Emirati students	2
	Number of students of determination	31
	Largest nationality group of students	Indian
Teachers	Number of teachers	101
	Largest nationality group of teachers	Indian
	Number of teaching assistants	23
	Teacher-student ratio	1:9
	Number of guidance counsellors	4
	Teacher turnover	22%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	ASSET, ISA, CBSE, CAT4, BASE
	Accreditation	None
	National Agenda Benchmark Tests	ASSET, CAT4

School Journey for Springdales School LLC



Summary of Inspection Findings 2018-2019

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

- Improved student performance has been a result of successful whole school action planning. Attainment in Arabic as an additional language, and progress of students in Islamic education in the primary phase and mathematics in middle school have improved. Students are now performing equally well across all four phases of the school.
- The personal and social development of students is central to the school's ethos enabling all them to have positive attitudes towards each other and their community. They understand the culture of their host country and eagerly take part in the civic opportunities offered to them by the school. These include participating in strategic decision-making discussions and offering their perspectives on learning in the classroom.

Provision for learners

- The quality of teaching and assessment is consistently good across all phases. It was better in the secondary phase last year, when numbers on roll were much lower and fewer subjects inspected. High quality training is resulting in all teachers using a broader range of teaching methods. Many are making better use of assessment data to determine students' strengths and areas for development.
- The curriculum is broad and well designed to flow from one phase to the next. Purposeful play is embedded in Kindergarten [KG]. Across all phases, the curriculum is well adapted to meet the needs of those students who may find learning difficult. The successful introduction of elements of the ASDAN programme is supporting such needs. Links with the Emirati culture and opportunities for students to innovate are growing.
- Improvements are being made to the very high standards of safety and security in the school. These include parent ID cards and electronic bus registration. Systems to promote better attendance are improving students' class learning time. The school's ability to diagnose specific learning needs more accurately, and to identify students with gifts and talents, has improved since last year.

Leadership and management

- Strong leadership is enabling the school to continue its improvement journey. School self-evaluation, currently conducted by leaders and teachers, accurately identifies improvement targets. These, and UAE initiatives, form the school's improvement plan. The partnership with parents, the commitment of governors and the richness of resources, contribute to the school's continued improvement.

What the School does Best:

- This is a safe and inclusive community focused on students' all-round development.
- Students are highly motivated with high aspirations. They are very willing to take responsibility for their own learning.
- The school is generously and appropriately resourced and provides students with high levels of support and guidance.
- The school benefits from the strong support of parents and the full commitment of the governing body.
- School leaders are fully committed to school improvements and the achievement of the UAE priorities.

Key Recommendations:

- Improve students' performance in Arabic as an additional language, through supporting teachers to focus on progress, in their planning and evaluation, and the use of appropriate additional language strategies.
- Integrate opportunities for students to develop their ideas, follow their interests, use digital technologies creatively and develop higher level thinking skills, as part of their everyday learning experiences.
- Assess students' starting points more rigorously, relative to their potential, when teachers plan next steps in learning.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Very good ↑	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	Primary	Middle	Secondary
		Very good ↑	Good	Good	Very good

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good ↓
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter [NAP], which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

is above expectations.

- The school has completed TIMSS for the first time in 2015 and has not completed PISA. Consequently, there is currently insufficient data to evaluate progression. Attainment on N.A.P has improved in all subjects. When comparing N.A.P outcomes against predictions made by cognitive test, students attain better than expected in English, mathematics and science.

Impact Of Leadership

meets expectations.

- School leaders have a comprehensive NA action plan covering the full range of NA expectations. The plan recognises and incorporates the recommendations from the N.A benchmark reports. School leaders regularly review the alignment of N.A.P data against internal assessment data. Data analysis is available to all teachers. There are inconsistencies in its use to plan lessons which meet the learning needs of all groups of students and to provide adequate challenge for the high achievers.

Impact Of Learning

meets expectations.

- The school understands the importance of critical thinking in the learning process. However, there are still different interpretations of critical thinking within the school. Reasoning, interpretation of information, analysis and decision-making are developing well and are regular features within the students' learning experience. Critical thinking is not mentioned as an explicit learning goal and is not consistently embedded in teaching.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Continue to include critical thinking as an ongoing feature within professional development programmes to ensure there is a clear understanding of the nature, purpose and implementation of critical thinking across the school.
- Ensure that the scientific method is embedded across all phases to assist students to routinely make predictions, evaluate data, generate testable hypotheses and draw reasoned conclusions.
- Provide regular opportunities for students to carry out research, using available technology and library resources to support students to become efficient, independent inquirers.

Reading Across the Curriculum

- Students' reading levels have improved in most areas of the curriculum. This progress is most evident in science and mathematics due to a whole-school emphasis on using strategies to understand text.
- Students' confidence in reading is improving through their understanding of how reading strategies support the successful comprehension of texts.
- The library programme is becoming a resource for both teachers and students. The inviting environment adds to the students' growing love of reading.
- The school's reading policy shows a clear commitment to promote reading as a lifelong skill for both students and families. School-wide events are effective in reinforcing the importance of reading.

The school's provision, leading to raised outcomes in reading across the curriculum, is Developing.

For Development:

- Ensure that all teachers explicitly teach reading strategies in order to improve comprehension.

UAE Social Studies

- The UAE social studies programme of study has recently been integrated within the existing social studies curriculum.
- The taught curriculum does not consistently reflect planning. Although, lessons purposefully engage students in meaningful discussions, scope for critical thinking is still developing.
- In lessons and recent work, most students attain levels that are in line with the curriculum standards of UAE social studies.
- In lessons and recent work, most students make the expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE Social Studies Programme is Approaching Expectations.

Innovation

- Students have increasing opportunities to develop their innovative skills through projects and within the taught curriculum. Such skills are not yet regular features of all classroom learning experiences.
- School leaders are committed to providing opportunities for innovation in the curriculum. The number of students participating in innovative activities is growing.
- Innovation is not a consistent feature of lessons. There is little evidence of teachers modifying their lessons to promote the development of students' higher order thinking skills.
- Students in Primary have regular access to the "Arabic Market", which supports their understanding of enterprise. Students from the Sawa Learning Centre participate successfully in the 'Synergy' entrepreneurial programme.
- Although innovation is not expressed in the school vision, it has a high visual profile throughout the school. The creation of the post of Innovation Co-ordinator is leading to an expansion of opportunities for innovation.

The school's promotion of a culture of innovation is Developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Good	Good
Progress	Not applicable	Good ↑	Good	Good

- In Primary, progress is improving, which leads to the higher attainment of students in the other two phases. Internal assessment results, however, still do not reflect students' performance in lessons.
- Across the school, students' knowledge exceeds their skills. For example, students are not taught Tajweed, nor are they given sufficient opportunities to read the Holy Qur'an in order to develop their recitation skills.
- Recent professional development for teachers has had a positive impact on students' learning. The increased use of technology in the classroom is resulting in greater engagement of students in their learning. Supportive relationships between students and teachers facilitates student participation and interaction.

For Development:

- Provide more opportunities for students to recite the Holy Qur'an to improve recitation skills, and put greater emphasis on the understanding of Tajweed.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In Primary, internal assessments indicate higher student performance than is demonstrated in lessons and over time. Lack of sufficient opportunities for students to practise language skills impedes understanding and progress.
- Across the school most students have adequate listening skills but less well-developed speaking skills. Reading and listening skills of students in the middle phase are acceptable, with writing skills still developing. Students in secondary are able to interpret a given text but speaking skills are weaker.
- The school has adopted a programme of study based on years of Arabic language acquisition and provided professional development opportunities for staff. In addition, the school's Arabic and English departments are working in partnership. These developments are supporting improvements in teaching and learning.

For Development:

- Improve teachers' skills in accurately assessing all students' language skills from starting points when planning to meet their differing needs.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Students' performance in lessons and over time was not as high as the internal assessment results in Primary and Secondary, and externally benchmarked assessments in Primary and Middle indicated. Nevertheless, cognitive tests indicate that all students are performing above their measured potential.
- Students are articulate and understand what is said and written. They are accomplished readers and enjoy reading a variety of genres. These valuable reading experiences support their writing skills.
- Improving reading across the curriculum is a focus for all teachers. There is a greater emphasis on reading in all subjects, but the skills associated with deeper understanding are not consistently and explicitly taught to students.

For Development:

- Ensure that students become more skilled in how to use reading strategies to analyse text across all subjects through more purposeful lesson planning and modelling of reading skills.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Very good ↑	Very good

- Lesson observations and students' work show that across the school, attainment and progress are above curriculum expectations. This is confirmed by external tests. Specialist subject teaching is having a positive impact in the upper phases where rates of learning are improving more quickly.
- A firm basis of understanding and skills is established in the lower phases. This gives students the confidence to tackle more complex work as they move throughout the school. For example, in Grade 11, students' have well-developed skills of algebraic manipulation.
- The curriculum has been revised to improve its match with external examination requirements. This is helping to raise students' attainment. However, not enough use is made of the information obtained from measures of students' academic potential to ensure that all students are achieving as well as they can.

For Development:

- Ensure greater consistency in the quality of mathematics teaching in Primary and in checking students' progress.
- Make full use of the information obtained from measures of students' academic potential to ensure that all students are achieving as well as they can.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Students' outcomes in external and internal assessments are higher than those which were observed in lessons and over time. Scientific method, investigation, fair-testing and prediction are not significant features of internal assessments and of teaching in lessons.
- Children in the KG are starting to explore their world scientifically. By Grade 2 students are able to discuss the impact of water pollution and search for solutions. Middle school students are starting to develop practical skills, which support their understanding, while senior students apply knowledge to explore more complex scientific topics.
- A greater focus on the reading and comprehension of science from a variety of sources is in place. This supports the development of a broader scientific vocabulary which students at all levels use confidently to explain their understanding of science.

For Development:

- Implement a more regular investigative and enquiry based practical programme, across all grades, that is underpinned by the scientific method.
- Increase the level of challenge for the high achieving students and more personalised support for students of determination and low achievers.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good ↑	Good	Good	Very good

- The children in KG competently engage in collaborative, independent learning, in pairs or in groups, with little guidance from the teacher. In Primary and Middle there is more direction of task and method, which inhibits creative, deeper thought. In Secondary, students use their enquiry and research skills to develop conceptual understanding.
- Students enjoy learning and engage enthusiastically in their work. They persevere very well and successfully co-operate and collaborate in groups. Most students are confident, eager to answer questions, and happy to explain their ideas and solutions to the class. The use of technology, to develop understanding, is still emerging.
- Teaching now focuses on more collaborative, activity-based learning. This has improved student engagement and enjoyment. As yet, students do not have sufficient opportunities to determine their individual solutions to their own lines of enquiry.

For Development:

- Ensure students have opportunities to develop regularly their enquiry and critical thinking skills and use technology more to support their understanding.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Very good	Very good	Very good

- Across the school, students behave exceptionally well. They demonstrate responsible attitudes to school and their learning. Most are sensitive to the needs of others, displaying a secure understanding of what constitutes a safe and healthy lifestyle. In KG, the majority of children are confident, sociable and they collaborate well.
- Students' respectful and considerate behaviour makes a significant contribution to the school's calm and purposeful learning atmosphere. Students work well together in lessons and are very supportive when given the opportunity to evaluate each other's work.
- Bullying is rare, and students work well together to resolve differences. Their understanding of the value of healthy eating and maintaining an active lifestyle is reinforced through participation in a range of sporting and other physical activities.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- All students show a good understanding of Islamic values and awareness of local culture and heritage. They are knowledgeable about Emirati practices and traditions and demonstrate a solid appreciation of their own culture.
- Students, in all phases, are aware of the heritage and culture that underpin the contemporary life in the UAE. Respect for adults, and being positive and helpful to others, are prominent features of student life in the school. Although students share their own culture and traditions in detail, their knowledge and understanding of other cultures is less well-developed.
- Initiatives in KG include the creation of a UAE learning space and the "Arabian Market" in Primary, support greater awareness of the local context and contribute to students' understanding and appreciation.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good

- Students have a well-developed understanding of social responsibility and willingly participate in a range of charitable activities. They have responded particularly well to opportunities to take on leadership and pastoral roles. These contribute much to the school community.
- Almost all students have a positive work ethic. They respond very well to others and relationships are excellent. In a few lessons, in lower Primary, students are not always fully engaged in learning. Older students successfully manage a variety of student-initiated projects.
- Through a range of student-led projects, they explore and seek solutions to a variety of local and global environmental issues. They participate willingly in age-appropriate activities that are of benefit to the wider community.

For Development:

- Extend students' knowledge and understanding of a broader range of cultures.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good ↓

- This year's Secondary Phase teaching judgement reflects the greater number of teachers recruited and subjects now available in the school. However, nearly all teachers, across all phases, have secure subject knowledge and create positive environments that promote students' learning well.
- Teachers create lesson plans that are interesting and engaging. Yet, planning to meet the needs of individual students is inconsistent across grades and subjects and, in some lessons, questioning is not used effectively to promote students' higher-order and critical thinking.
- Considerable, well-targeted professional development is leading to improvements in teaching, across all phases and subjects. In particular, it is resulting in greater student collaboration and more use of technology by teachers. This, in turn, is leading to increased student participation in lessons.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Internal assessments in many subjects do not align well with expected grade level standards nor the measures of academic potential. The comprehensive range of external data allows accurate identification of curriculum gaps as well as trends and patterns in students' attainment and progress.
- Assessment information is carefully analysed to identify strengths and weaknesses in student performance. However, not enough use is made of this information in lesson planning to ensure that work is well enough matched to students' learning needs. Not all teachers fully understand the implications of external test information.
- Monitoring of teachers' adherence to the school's assessment policy is not resulting in consistency in teachers' marking of students' work and written feedback. Peer and self-assessment are, as yet, underdeveloped. The move to external assessments in Arabic should support teachers' understanding of students' strengths.

For Development:

- Provide additional support to enable teachers to use the available assessment data, across all subjects and phases more effectively, to meet the learning needs of all students and improve their individual progress.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum provides a wide range of learning opportunities. It has a clear rationale and meets all statutory requirements. The Early Years Foundation Stage [EYFS] curriculum is followed in the KG, providing children with the opportunities to learn through a range of self-chosen activities.
- The curriculum is enhanced by an appropriate range of subjects across all phases. Robotics has been introduced to meet students' interests. Hindustani music, Psychology and PE are offered, as elective subjects, in Secondary, to support student aspirations and interests.
- There is a balance between knowledge, understanding and skills within the curriculum although the development of scientific skills across the school is at an early stage of implementation. Since the previous inspection, the school has included a variety of cross-curricular links. However, its successful implementation is inconsistent across subjects.
- Moral education is planned and integrated within the curriculum and school life. The time allocation is sufficient to deliver the programme effectively. Progress is measured through a range of formal and informal assessments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- The curriculum is modified to meet the needs of almost all groups of students. Students of determination receive targeted support with customised Individualised Education Plans [IEPs]. The introduction of an ASDAN programme provides a wider range of certificated opportunities for these students.
- The curriculum offers greater opportunities for students to develop their enterprise, innovation, and creativity skills, across all phases. Courses in coding are leading to the design of wearable technology. Children in the Kindergarten, broadcast news to their peers, three times a week.
- A strong sense of the UAE culture is embedded in the ethos of the school. Students participate in the special assemblies linked to Islamic and cultural celebrations, for example Ramadan. Science, technology, engineering, art and mathematics (STEAM) are combined to provide an integrated approach to learning.
- There is no provision for learning Arabic, as an additional language, in KG.

For Development:

- Ensure that the taught curriculum develops scientific skills more successfully.
- Modify the curriculum to meet the needs of the students with gifts and talents and to help them achieve their potential in all subjects.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has a strong commitment to the care, protection, guidance and support of all students. This is embodied in the school ethos and evident through consistent practices and provision, including dedicated specialist staff, throughout the school and in all learning areas.
- Outstanding aspects are the highly effective procedures and monitoring arrangements to keep students safe at all times, in particular the comprehensive transport safety systems and the daily checks of electrical systems and water supplies, which the school undertakes.
- The school's awareness-raising of earthquake safety, bomb threat response and intruder safety, and initiation of a tier two evacuation process, give an indication of the proactive and forward-thinking attitude of the administration and leadership teams.

	KG	Primary	Middle	Secondary
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Staff members are well aware of the individual needs of their students. Positive relationships ensure there is an atmosphere of mutual respect and co-operation across the school. Very successful systems for managing behaviour are understood clearly and followed by the whole school community.
- The school has rigorous and effective systems to promote and monitor attendance and punctuality. Arrangements to identify students of determination, and those who have gifts and talents, have improved. The school has appointed a guidance counsellor to support and advise older students on future career options.
- The overall quality of care and support provided enables most students to progress very well in their academic and personal development. The school is inclusive and welcoming. It nurtures most students very well indeed. However, there remains some inconsistency in the quality of support provided in some lessons for a minority of students.

For Development:

- Ensure the academic needs of all individual students are consistently met across each phase and subject.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and school leaders have a clear vision and are committed to ensuring that the provision for students of determination is well-resourced. The school has an inclusion champion, an active inclusion governor and student inclusion champion. Leadership capacity in Inclusion is high.
- There are very good and improved procedures to identify more students with learning needs. The school uses a range of assessments, including detailed reports from outside medical specialists to identify individual barriers to learning. Since the previous inspection, the school has successfully recognised more students who have gifts and talents.
- Partnerships with parents are very positive. Parents appreciate the quality of provision and the help and support they receive for their children. Regular meetings are held to review and agree plans for their children's support and educational progress.
- Individual education plans have been revised and are focused clearly on each student's specific prime need. These include measurable goals with clear next steps to success. However, a minority of class teachers do not always refer to these sufficiently in their planning, teaching and assessment.
- Most students are well supported by adult helpers and make good, and sometimes very good, progress. In a few lessons across the school, progress is relatively slower and inconsistent when the teacher does not modify the learning to meet the specific needs of all students. Progress is consistently of a high level when students receive individual support from specialist staff in the Sawa Learning Centre.

For Development:

- Provide appropriate and focused support for the many new students recently identified with specific learning needs and not yet on the Inclusion register.
- Ensure all teachers consistently take account of individual needs when planning lessons.

6. Leadership and management

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

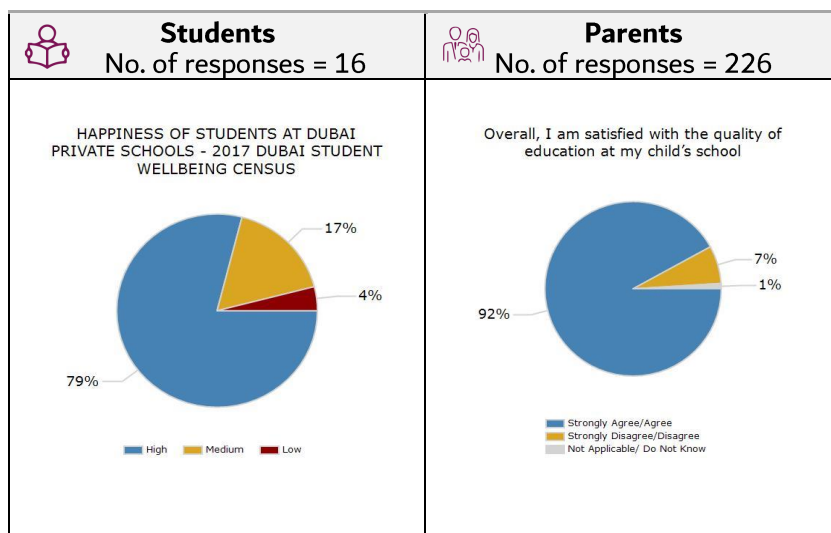
- The school's original guiding statements are central to decision-making. Although these do not make explicit reference to the UAE's priorities, the school is fully committed to their achievement. There is a positive learning culture and a drive for school improvement. Most leaders have a good understanding of best educational practice. They are committed to students' academic and personal development. A common understanding of student-centered and student-led learning is growing. The school is fully compliant and has continued improving its performance this year.
- School self-evaluation is thorough and makes good use of internal and external evidence. The school knows itself well. Improvement planning accurately addresses the school's and the UAE priorities. The school has clear, measurable targets which are generally linked to student outcomes. There is a robust system to gather data on the quality of teaching, which directly influences the provision of training and support. The school has been successful in addressing both recommendations and a number of areas for development from the previous report.
- Parents, through Friends of Springdale's School (FOSS), continue to create a strong partnership with the school and are involved in a number of focus groups and volunteer initiatives. Communication between the school, teachers and parents is very good and has been enhanced by the introduction of a class parent representative. Links to the local and international community continue to be strong, and parents support a number of environmental and charitable projects each year.
- Governors and leaders have taken the important step of involving parents and students in informing the strategic decision-making process. Governors' understanding of the school's performance is growing and is well supported by school leaders' frequent, informative reports to the Chief Operating Officer. The established policy of governor visits to classrooms is also good practice. Governors fully support the leader's drive to improving school and student performance. Investment has been targeted effectively towards school priorities.
- The school runs very smoothly on a day-to-day basis. Staff members are suitably qualified and a number of professional development programmes are organised to support staff across the school. Facilities at the school are of a high quality and contribute to the development of a positive learning environment. Progress is being made in the area of digital technologies although some opportunities to support student learning, through the use of existing interactive technologies, are not always taken.

For Development:

- Monitor the quality of teaching more precisely, so that these procedures focus primarily on student progress in lessons from their individual starting points, in order to evaluate the effectiveness of strategies that were used.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	As reported In the Dubai Student Wellbeing Census, levels of student wellbeing in this school exceed the Dubai average in almost every key indicator. Most students are happy, optimistic and report positive teacher-student relationships. Most students have a healthy lifestyle and almost all take part in organised activities after school. These comments are supported by the inspection findings.
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education offered by the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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