

INSPECTION REPORT

2022-2023



SPRINGDALES SCHOOL L.L.C

INDIAN CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Quoz
	Opening year of School	2011
	Website	www.springdalesdubai.com
	Telephone	+97143381311
	Principal	Brian Leslie Gray
	Principal - Date appointed	6/1/2022
	Language of Instruction	English
	Inspection Dates	09 to 13 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1195
	Number of Emirati students	0
	Number of students of determination	80
	Largest nationality group of students	Indian

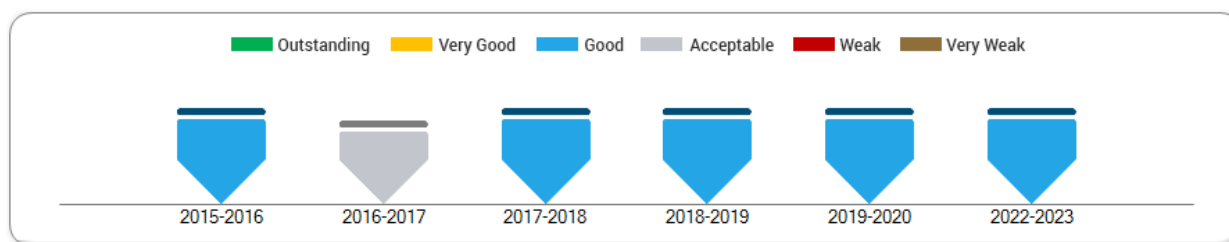
TEACHERS

	Number of teachers	114
	Largest nationality group of teachers	Indian
	Number of teaching assistants	17
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	15

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for SPRINGDALES SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

- Children’s overall achievement in Kindergarten (KG) is very good. Attainment in Arabic is good in primary but remains acceptable elsewhere. Attainment in English and mathematics is at least good in the middle phase and very good in the primary phase. In science, attainment is very good, except in the middle phase, where it is good. Students’ learning skills are mostly very good, and good in the middle phase.
- Students’ behaviour, attitudes to learning and relationships are excellent. They have a good understanding and appreciation of Islamic religion and Emirati culture, particularly in the KG as relates to the children’s age. Students have very strong social responsibility and innovation skills. They have a very positive work ethic and look after their school well.

PROVISION FOR LEARNERS

- Teaching across the school is good or very good. It is very good in KG and primary phases and in most science lessons. Where teaching is less than very good, teachers are inconsistent in their use of assessment data to personalise learning for students. These inconsistencies are most apparent in the secondary phase.
- The curriculum provides a range of opportunities to motivate students. It is strong, with very good provision in KG. The curriculum is well planned and frequently reviewed to ensure progression and to fully meet the needs of most students. There is ample choice for older students. Cross-curricular links, particularly in KG, are meaningful and well planned.
- The protocols and procedures for ensuring students’ health, safety, safeguarding and wellbeing are excellent and fully implemented. Regularly reviewed and very effective policies and practices are in place to ensure that students are well cared for and safe. Full records of maintenance, emergency drills and interventions are kept. Risk management is very effectively managed for the day-to-day operation of the school and when additional activities are planned.

LEADERSHIP AND MANAGEMENT

- The very good governance ensures that the school’s infrastructure is of the highest standard. In some areas, effective leadership and staffing are in place. Leaders have improved teaching, learning and students’ achievement throughout the school, most notably in the KG and primary phases. Leadership in inclusion, early years, day-to-day operations and science is particularly strong.

The Best Features of The School:

- The well-resourced, excellent facilities in a very inclusive school with highly effective promotion of care, support and wellbeing for all
- The high standards of teaching and achievement of children and students in the KG and primary phases, and in science across all phases
- The outstanding personal development and social responsibility demonstrated by students.

Key Recommendations:

- Identify and spread the best classroom practice to improve the consistency of high-quality teaching, particularly in the middle and secondary phases.
- By focusing on the impact on learning and skills rather than on teacher inputs, improve the monitoring of teaching.
- Ensure that all teachers are making the best use of assessment data to personalise learning for individual students.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Very good ↑	Good	Good
Assessment	Very good ↑	Very good ↑	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Very 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			Very good ↑	
Management, staffing, facilities and resources			Outstanding ↑	

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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.

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

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not applicable

- International assessment data show improvement in students' overall scores in TIMSS with targets in subjects and grades exceeded. Students' attainment in ASSET assessments is consistently very high, leading to very strong school progression in the National Agenda Parameter.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Governors and school leaders are dedicated to the UAE vision of the National Agenda. Their action plan clearly describes intervention steps and approaches to the use of assessment information to inform planning and teaching, and to improve students' achievements.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- The school assesses students' reading literacy, providing age-related scores and signposting the next steps in reading development. However, reading initiatives are not adequately monitored. The development of skills of enquiry, problem-solving research and critical thinking is strong, most notably so in science.

Overall, the school's contribution toward achieving National Agenda targets is above expectations.

For Development:

- Increase the level of challenge in activities to promote critical thinking and research skills in all key subjects.
- Monitor the impact of reading literacy initiatives and make appropriate adaptations.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The governing board prioritises the promotion of wellbeing for all. This priority is a natural extension of the school's vision and mission statements. Leaders engage with stakeholders to review and promote wellbeing. They use all available data to devise an action plan to enhance provision. Students match the board's passion for promoting wellbeing. Groups, including school prefects, the student council and inclusion champions, suggest wellbeing initiatives which they subsequently direct. Leaders are extending their insights into the wellbeing of students and staff.
- A knowledgeable and experienced professional team supports and guides all members of the school community. Team members are easily accessible, often providing individualised support. Parents are very positive about the quality of care and support provided by to their children. The entire staff body has taken collective responsibility for listening to and supporting one another and the students. New students and staff are allocated a mentor to help them to adjust. Staff can complete a wellbeing profile which helps to inform leadership and provides an opportunity for self-reflection.
- The school implements a wellbeing awareness programme that empowers students and encourages them to make informed, safe and healthy life choices. The school does not yet provide a consistent of systematic approach to wellbeing promotion across subjects or phases, although several positive initiatives are in place. Students demonstrate positive attributes and behaviours, enjoying the positive learning climate in the school. They consistently report feeling feel safe, valued, and engaged in the life of the school.

UAE social studies and Moral Education

- The school adapts the UAE social studies curriculum to accommodate CBSE social studies topics, which are first introduced in KG. Students often collaborate and, through their use of technology, explore and make connections between areas of learning. In lessons and in recent work, a majority attain levels above curriculum standards. Students effectively present information in models, projects and on display boards.
- For moral education, the school complies with the Ministry of Education (MoE) content, adopting an integrated approach across the phases. Effective use of resources makes learning more exciting and practical. Learners interact and make connections in their learning to real-world situations. Case studies and simulations are an integral part of the learning process. Students make the best use of opportunities to present information, discuss and reflect.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In all phases, a majority of students attains levels that are above curriculum expectations. There is little variation between the phases. Most students make steady progress in lessons.
- Most students demonstrate well-developed skills in Holy Qur'an recitation and application of the rules of Tajweed. Students in Middle and Secondary possess a better understanding of divine revelation. There has been noticeable improvement over time in students' knowledge of Aqedah and Seerah, but it is not consistent across all grades.
- As a result of improved planning, students demonstrate strengths in independent learning. Consequently, those in the middle and secondary phases are improving their skills in recitation and in the application of Tajweed.

For Development:

- Consistently challenge students' oral and written responses in lessons and in their books.
- Improve students' progress and attainment by accurately assessing their knowledge and skills against MoE expectations

Arabic as an Additional Language

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

- Students in the primary phase make the best progress in most language skills. Their attainment is above expectations. Students in the middle and secondary phases make steady progress, broadly in line with expectations. However, retention of new vocabulary and language skills is inconsistent.
- Students' listening skills and responses during conversations are strengths in most phases. Reading comprehension is improving throughout the school. Students' speaking, reactions to unfamiliar topics and creative writing in Middle and Secondary are all limited.
- The good provision in Primary has a positive impact on students' acquisition of new language, independent writing skills and speaking. Their progress is consistent in lessons and in recent work. Consequently, their levels of attainment have improved.

For Development:

- Across all phases, but most notably in Middle and Secondary, improve students' speaking and writing skills by providing stimulating and interesting activities that are matched to students' years of learning Arabic.
- Develop appropriate strategies to ensure that students apply and retain new language.

English

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

- Students are actively engaged in their learning, and progress is observed in all lessons. Learning is enhanced by consistent lesson planning, although achievement is sometimes compromised because too many learning activities are planned for the time available.
- Students' progress slows in Middle and Secondary. In KG, children are reading above the expected level. The school's focus on reading has a measurable impact on reading skills, particularly in the primary phase. The library is not used to full effect to strengthen attainment in reading.
- Levels of attainment and progress are strengthened when students are encouraged to creatively use digital technologies.

For Development:

- Make better use of the school library to promote the development of reading.
- Focus on the provision of appropriate rigorous learning activities to extend achievement.

Mathematics

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

- Throughout the school, students make very strong progress. In KG and Primary, a large majority of students attains levels above expectations. Students in these phases have very secure basic skills and work accurately and precisely.
- Students' understanding of all aspects of mathematics is improving. Older students are extending their skills in algebra and probability. They use their knowledge well when seeking solutions to real-life problems.
- Students' critical thinking, problem-solving and research skills have improved. Sometimes, they do not discuss their work thoroughly enough or present their findings clearly or confidently.

For Development:

- Provide more opportunities to develop students' research and investigation skills.
- Enable more students to lead their own learning and develop their problem-solving skills.

Science

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

- High levels of attainment are consistent across the school. The culture of student-centred investigative and practical inquiry-based activities continues throughout the school, resulting in rapid progress across the phases. Students do not have enough opportunities to develop links with other subjects.
- Students in the KG think critically and lead their own learning at an age-appropriate level. In the other phases, students make predictions, analyse their findings, confidently communicate their ideas and draw conclusions. Hands-on activities and laboratory experiments enable students to develop practical skills.
- Students are developing self-reliance and are taking responsibility for learning. From KG, they develop a good understanding of sustainable development goals, which is extended in all phases.

For Development:

- Strengthen attainment by developing more relevant cross-curricular links at appropriate stages.
- Maintain a judicious balance between student-led and teacher-directed lessons.

Learning Skills

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

- In KG, children are enthusiastic learners and are highly engaged in their lessons. Across most phases, classroom routines are well developed, allowing students to be engaged in cooperative and collaborative learning.
- Students are keen to learn and are generally focused on learning in lessons, although this is less consistent in the middle phase. They are routinely encouraged to reflect on their learning so, from an early stage, they become aware of their strengths and areas for improvement.
- Students are confident and productive when using digital technologies. They use appropriate technology to consolidate their understanding and to develop critical thinking and independent learning skills.

For Development:

- Ensure that opportunities are created which encourage students to make meaningful connections between different areas of learning.
- Provide more opportunities for students to develop innovation and enterprise skills, both in lessons and through extra-curricular activities.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students are generally mature, responsible, independent and highly motivated learners. In the main, they show great respect for their fellow students and adults. Almost all display exemplary behavior in class and when moving between lessons. They are empathetic and offer help to those experiencing difficulties.
- Healthy living is an integral part of the school culture. Students increasingly make safe and healthy lifestyle choices, and they encourage others to do the same.
- Attendance levels are very high. Students are almost always punctual on arrival at school and when changing lessons. They participate in improved sporting activities. They are confident and self-reliant in learning and in social situations.

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

- Students possess a well-developed appreciation of Islamic values. They show tolerance, respect, empathy and care. They organise help for those in need in the community, including during the holy month of Ramadan.
- Almost all students show respect for Emirati culture. They participate in many cultural events which promote the UAE's heritage, such as National Day and Flag Day. Children in KG have very good knowledge and awareness of UAE culture, appropriate to their age.
- Students appreciate their own and other cultures, which they celebrate during world culture week. They show tolerance and respect for others. They are steadily increasing their knowledge and understanding of UAE and world cultures.

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

- Students make excellent contributions to add to the richness of school and community life. They share their ideas through the student council and by organising assemblies and charity events. Older students are more involved in the community through environmental work.
- Children in KG are very eager to learn and to complete their work. In the other phases, students work hard, and most take an interest in extending their school and community-based endeavours, most notably in Secondary.
- Students keep their school clean. They understand the importance of recycling in school and in the community. All phases have eco-soldiers to lead this initiative. They demonstrate their environmental awareness through interesting displays in the school.

For Development:

- Provide more opportunities for students to think about their role in sustaining the environment.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Very good ↑	Good	Good

- In all phases, teachers have strong subject knowledge. In KG, almost all teachers have a solid background in early childhood education and several years of experience in the area. Most teachers have good teaching skills and understand how students can learn effectively.
- Teachers' interactions with students are consistently positive. Teachers effectively use a good range of questioning strategies. Students have many opportunities to develop critical thinking and independent learning skills in lessons.
- Teachers plan interesting, activity-based lessons and use teaching resources effectively. Some lessons are led by students, and the teacher's role becomes that of facilitator or moderator. The adaptation of learning to meet individual needs is less effective in the middle and secondary phases.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Very good ↑	Good	Good

- The school has created tracking sheets to help leaders and teachers to monitor students' progress and attainment over time.
- In Primary, where teachers differentiate learning tasks very well to meet students' needs, assessments are well focused.
- Opportunities for self- and peer-assessment are positive features. Assessment of students' success in the broader learning skills is underdeveloped. Information from assessments is increasingly used to plan learning. Some teachers in the middle and secondary phases do not sufficiently target students' individual learning needs.

For Development:

- Strengthen the use of assessment data to meet students' individual needs.
- Use assessment information more skilfully in lessons to allow all students to develop wider and deeper understanding.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Very good

- The KG curriculum draws from the English Early Years Foundation Stage. The Arabic curriculum complies with MoE guidelines. The curriculum is mapped across grades, with various curricular choices and enhancement activities, projects and enrichment initiatives. This is strongest in the KG and secondary phases.
- The curriculum is reviewed to try to identify and address gaps in order to meet all students' academic and personal needs. Cross-curricular links are incorporated into some lessons. They help students transfer their learning between subjects.
- The relatively recent introduction of project-based learning is an emerging strength of the curriculum. It impacts positively on the ability of students to think critically and lead their learning. Entrepreneurial skills are not consistently developed.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is adapted well to promote improved attainment in international examinations and benchmark assessments. Students in all phases are well aware of sustainable developmental goals and are able to link their lessons to them.
- An adequate range of extra-curricular activities provides opportunities for students to develop skills in innovation. The activities contribute positively to students' health and wellbeing. Student guidance forums and social contribution programmes develop social responsibility and appreciation for the culture and heritage of the UAE.
- With the guidance of external experts, the curriculum has been adapted to support students of determination. Lesson plans indicate differentiated tasks. Personalised provision, however, is not consistent in lessons.
- Arabic is taught in KG for one period per week.

For Development:

- Design lesson objectives to take more account of the starting points of individual students.
- Ensure extensive and appropriate links to the UAE and other cultures.
- Include more opportunities for students to develop entrepreneurial skills.

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

- Excellent policies and comprehensive procedures for health, safety and safeguarding are in place and rigorously followed by all. The school's approach to health and safety has led to an overall ethos where students can thrive personally, socially and academically.
- Provision for and promotion of healthy living is a powerful feature. Students understand the importance of healthy food choices, as evidenced by their snacks, lunches and canteen choices. The physical education curriculum supports healthy living and students' wellbeing.
- The school buildings, equipment and resources are well suited to all students' personal, social and educational needs, including students of determination and children in KG. Students are safe at all times.

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

- The highly positive relationships between teachers and students exist in all phases and in every aspect of school life. These relationships promote excellent behaviour and result in a calm, respectful learning environment.
- The school has highly effective policies in place to promote high levels of attendance and excellent punctuality. The policies are supported by the school's approach to wellbeing, whereby students have a very good sense of belonging and a strong desire to attend school.
- The inclusion department is a highly dedicated team. Excellent procedures identify students of determination during admission and throughout all phases of education. Teachers are steadily becoming more adept at supporting students of determination as well as students with gift and talents.

For Development:

- More consistently deploy individualised teaching and learning strategies within all lessons, so that the progress made by students of determination and by students with gifts and talents is improved.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- School leaders and governors demonstrate a commitment to inclusive education. The admission policy welcomes students of determination, and the school invests in specialist facilities to support them.
- Information obtained from the identification and assessment processes is used to structure individual education plans (IEPs) and to devise well-written learning targets. The plans structure the work of the inclusion department, but they do not consistently inform teaching and learning strategies in the classroom.
- Parents are involved in writing the IEPs. They participate in their children's learning using resources provided by the school. In some cases, parents receive the resources before their children start school. This is part of a learner readiness process.
- Subject departments show consideration for students of determination through their curriculum planning. However, teachers do not consistently adapt these plans to ensure a personalised approach to learning. They do not fully consider the best use of learning support assistants to help students of determination.
- The school uses a well-planned, adaptive and alternative curriculum that supports communication, personal development, employability and life skills. This curriculum is designed around the needs of individual students to support their progress.

For Development:

- Ensure the most effective use of learning support assistants to support students of determination in the best way possible.

6. Leadership and management

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

- Strong and highly effective leaders oversee a good and improving school with many very good and some outstanding features. Dedicated leaders prioritise the improvement of teaching and the achievement of high standards. Leaders implement a provision that successfully promotes students' strong personal and social development, inclusion and wellbeing.
- Senior leaders engage others in self-evaluation to identify key priorities for school improvement. In Middle and Secondary, they have an overinflated view of standards. When leaders monitor lessons, they focus too much on teaching and too little on students' learning skills and the progress that they are making. An effective coaching model is leading to improved teaching standards. School improvement plans are broadly aligned to self-evaluation outcomes and are reviewed for impact, but not systematically.
- Highly engaged parents support the school's caring and inclusive mission, students' high achievements and outstanding personal and social development. Leaders communicate very effectively. They are very successful in engaging parents and in considering their views to shape the school's future. Parents appreciate how accessible all staff members and leaders are, and they recognise their dedication in ensuring that their children are safe, valued as individuals, happy and achieving well.
- Governance represents owners and stakeholders very well and offers both support and challenge. The board includes experienced, well-informed educationalists. Board members frequently visit the school. They engage very well with students and staff. The board has appointed a principal with vision and has rebuilt a capable team of leaders and teachers. Their positive impact is beginning to be seen. Governors are dedicated to fulfilling their promises to parents and to members of the community, with whom they engage very effectively.
- The school's day-to-day organisation is very efficient. Community safety and hospitality are at a premium. Great care is taken over staff recruitment and to maintain a body of well-qualified teachers. All leaders and teachers benefit from a personalised and effective coaching programme. Specialist areas for sport, creative arts, science and technology are very well resourced and are of the highest quality. The environment is well maintained, with regularly refreshed displays of students' work.

For Development:

- Prioritise students' attainment and progress over teaching skills when making lesson observations.
- Improve the standards of teaching and attainment in Arabic in the middle and secondary phases.

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 QA.Schools@khda.gov.ae