

GOOD



2019-2020









INSPECTION REPORT








CBSE CURRICULUM







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School Information

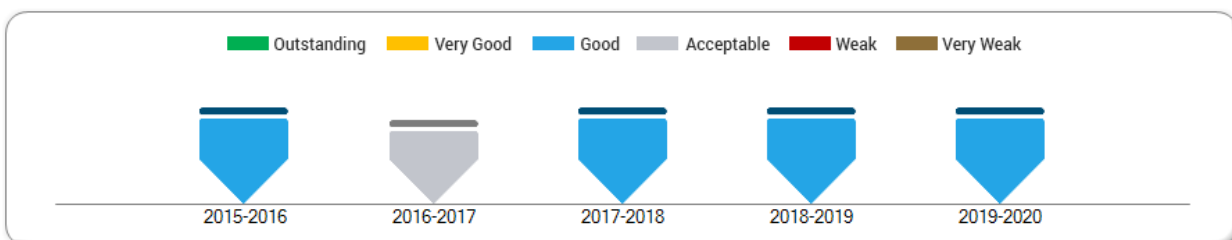
General Information	 Location	Al Quoz
	 Opening year of School	2013
	 Website	www.springdalesdubai.com
	 Telephone	+97143381311
	 Principal	Julian Williams
	 Principal - Date appointed	1/8/2016
	 Language of Instruction	English
	 Inspection Dates	14 to 17 October 2019

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	1,222
	 Number of Emirati students	0
	 Number of students of determination	63
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	114
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	25
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	11%

Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE Grade 10 and 12, ISA
	 Accreditation	None
	 National Agenda Benchmark Tests	ASSET, CAT 4

School Journey for SPRINGDALES SCHOOL LLC



Summary of Inspection Findings 2019-2020

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

Student outcomes

- In most core subjects, and across all phases, students attain high standards. They make good progress in Islamic education across the school. However, students in Arabic as an additional language do not achieve to the same level. Most notably in the primary phase, standards of attainment have improved, especially in English and mathematics.
- Students have very positive attitudes both to building relationships and to their learning. This is a particular strength in Kindergarten (KG). Throughout the school, students understand the importance of healthy lifestyles. They appreciate how Islamic values influence contemporary UAE society. Students are increasingly appreciative of their own and others' cultures. They participate in a wide variety of programmes to develop cultural awareness both in the school and in the community, particularly in the secondary phase.

Provision for learners

- The quality of teaching is good in all phases. Teachers' subject knowledge is good. Across all phases, the teaching of critical thinking and other higher-order skills is an emerging feature in some classes. Teachers take insufficient account of assessment data in planning their lessons. Their checking of students' work, and the provision of useful feedback to them, are variable.
- The curriculum is compliant with the CBSE and Ministry of Education (MoE) standards. In KG, where the Early Years Foundation Stage (EYFS) curriculum is followed, links between areas of learning are strong. The structure of courses in the secondary phase has improved. Students benefit from a range of choices for languages and activities. Teachers lack consistency in incorporating the promotion of critical thinking and scientific research in lessons. However, they generally adapt the curriculum adequately to meet most students' academic and personal development needs.
- The school has extremely effective policies and procedures for ensuring students' welfare and safety. Transportation and food services are effective and efficient. Relationships between students and staff are very positive. There are very few behaviour management issues. Systems for the identification and support of students of determination are particularly effective. Students have access to an improved range of advice to support their academic futures.

Leadership and management

- The governing board, principal and senior leaders promote the school's ambitious vision, 'The world is a family', very well. A positive ethos and learning culture pervade the school. The school's review procedures have identified a number of key priorities for improvement. Relationships and communication with parents are strong features. The governing board offers valuable support and guidance to this well-organised and efficiently managed school.

The best features of the school:

- The outstanding provision for health and safety
- The very strong sense of community, resulting in increased students' self-initiative and leadership
- Improved levels of achievement in the primary phase, especially in Islamic education, English and mathematics
- Improved provision for students of determination.








Key recommendations:

- Urgently improve the quality of teaching for effective learning across the school to emulate the best practice of the school's strongest teachers.
- Improve students' attainment in Arabic as an additional language by ensuring that teachers:
 - raise their expectations of what students can do, using the standards expected of specific years of study to measure progress, and
 - provide students with diagnostic feedback to improve their understanding of their strengths and areas for development and ensure that they respond to the advice.
- Ensure the accuracy of the judgments of the school's self-evaluation and improvement plans, by using and analysing valid, reliable data, and by securing the school's understanding of the UAE School Inspection Framework.

Overall School Performance

Good

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good ↑	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	Very good ↑	Good	Good
	Progress	Good	Very good ↑	Good	Good
 Mathematics	Attainment	Good	Very good ↑	Good	Good
	Progress	Good	Very good ↑	Very good	Very good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 UAE Social Studies	Attainment	Good			

	KG	Primary	Middle	Secondary
Learning skills	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	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	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	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	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, 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 for the academic year 2019-2020.

The school's progression in international assessments **meets expectations.**

- The school's progression in external benchmark assessments illustrates a slight dip in outcomes. Students typically attain well in relation to their measured, cognitive potential. The school does not yet have comparable data for the Trends in Mathematics and Science Studies (TIMSS) test and the Programme for International Student Assessment (PISA) test.

The impact of leadership **meets expectations.**

- The National Agenda action plan is in its developmental stage, but it is comprehensive and detailed, possessing measurable targets. The establishment of the learning council is an important initiative. Data are used to track progress over time. However, the analysis of data is not sufficiently targeted to meet students' needs, especially in relation to attainment and gaps in their knowledge, skills and understanding.

The impact on learning **meets expectations.**

- All aspects of critical thinking, independent inquiry and research skills show improvements. However, these are variable within and across phases. The use of information technology (IT) as an aid to learning has the potential to enhance these skills further, but IT is not available to all students. There is inconsistency in teachers' confidence in using effective questioning to prompt thoughtful discussion.

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

For Development:

- Rigorously analyse information from external tests, so that students receive better, targeted support towards reaching their learning potential.
- Ensure that teachers' questioning skills increase opportunities for students to think deeply, to discuss and to explain their understanding of what is being taught.

Moral education

- The curriculum offers students opportunities to interact and develop a broad range of skills and understanding. In Grade 1, students undertake comparative studies of the UAE and India. By Grade 4, they explore fair trade and ethics in business. By Grade 11, students consider the different qualities and skills required to be an effective leader or manager.
- Teachers offer carefully chosen topics to interest students, enabling them to reflect on fairness, respect for others and qualities which enable societies to develop. Planned discussion is mature and reflective, due to teachers' encouragement and support.
- Students' work and achievements are assessed in a variety of ways, including in their notebooks and through posters, portfolios and projects. Assessment information and students' self-assessments offer a clear and accurate view of their attainment and progress.

The school's implementation of the moral education programme is meeting expectations.

For Development:

- Increase opportunities for students in all grades to engage in discussion, debate and dialogue.

Reading across the curriculum

- The school has several initiatives to improve literacy across the phases. The support for lower achieving students is beginning to have some positive impact and is enhanced by the implementation of IT programs.
- In the best lessons in the primary phase, literacy is developed using a textbook that students use to read for meaning, to extract information and to write in response to guided questions.
- Across all phases, the school has a monthly 40-minute 'drop everything and read' initiative to encourage reading. A further initiative is the summer reading programme.
- Students have 120 minutes of dedicated to reading every week.

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

For Development:

- Review the school library to determine its suitability as a venue for the school's new reading approach,
- Include in the review the accessibility of IT and the suitability of the current range of books.

Innovation

- An increasing number of students are being offered opportunities to demonstrate their ability to be innovative in their learning, through activities such as the learning council and the inventors club.
- Students are exposed to a broad range of projects and innovative activities, such as entrepreneurial camps and the restorative justice programme.
- Teachers provide opportunities, through both the curriculum and extra-curricular activities, for students to develop innovation and entrepreneurial skills. However, this is not a consistently strong feature across the school.
- Innovation is a key part of the school's vision. The governing board and school leaders make a clear commitment to promote a culture of innovation.

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

For Development:

- Ensure that innovation is systemically incorporated into planning and development in all subjects.
- Provide increased opportunities for students across all phases, including students of determination, to be involved in projects which lead to creative, innovative solutions to problems.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students' skills in the memorisation of The Holy Qur'an and their knowledge of Islamic values is strongest in the primary phase. However, those in the middle and secondary phases have better knowledge in Seerah and Islamic laws and are stronger at relating concepts to contemporary issues.
- Across all phases, students' knowledge of Islamic values and etiquette is a strength. Most are able to demonstrate adequate knowledge of faith and the key events in Islam. Students' skills in memorisation and recitation, and their application of Tajweed rules, are steadily developing.
- Students in the secondary phase demonstrate strong research skills. In addition, their ability to apply what they have learned to real-life situations, and to provide supporting evidence from The Holy Qur'an and Hadith, is noteworthy.

For Development:

- Develop students' research skills in the primary and middle phases.

Arabic as an Additional Language

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

- Across all phases, most students understand and can respond to a narrow range of short, familiar oral and written questions. They can construct short sentences and paragraphs. A minority of students find difficulties in speaking Arabic, particularly when they are discussing less familiar topics.
- Students in the Primary Phase copy words and short phrases confidently. In the other phases, students can describe a picture or talk about a familiar topic. Their skills of independent creative writing, reading comprehension and speaking are less secure.
- The recent focus on reading development, supported by the use of digital resources in the Secondary Phase, is improving the engagement and motivation of a minority of students.

For Development:

- Increase the rigour of assessments so that they align accurately with years of study and use this information to plan lessons to meet the needs of students of differing abilities.

English

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

- Across the school, the majority of students have speaking and listening skills which enable them to be effective communicators. They can explain, discuss and present topics with confidence. Most students are competent when researching. They use technology proficiently to support their learning.
- Across all phases, students' listening and speaking skills are stronger features than their skills in reading and writing. Challenging tasks and the pace of lessons promote the depth and breadth of students' understanding in the better lessons. Opportunities for writing are too limited in the secondary phase.
- Students' skills and understanding of reading strategies are strongest in the primary phase, where their development is supported by the use of IT. In the best lessons, teachers blend the reading of a short story with searching for information and the production of written responses.

For Development:

- Ensure that all students have opportunities to develop their own thoughts through extended writing activities.
- Monitor the pace of lessons to eliminate rushed, incomplete activities that restrict the depth of students' understanding.

Mathematics

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

- Across all phases, improvement in students' levels of achievement is evident, most notably so in the primary phase. Students' outcomes in external benchmark assessments are strongest in primary. There is an improving picture across other phases, due to high levels of students' motivation.
- In all phases, as a result of the inclusion of real-life applications, students are enhancing their levels of understanding of key mathematical concepts. For example, children in KG understand the concepts of heavy and light by weighing everyday items. These applications are appropriate to each phase and are well linked to relevant mathematical concepts.
- The level of teacher support for students during lessons enhances learning outcomes. However, too often students, particularly the most able, are insufficiently challenged. Peer support is effective, especially in the upper phases.

For Development:

- Ensure that the identified achievement levels and potential of all students are consistently met in lessons and through homework.

Science

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

- Most children in KG are developing scientific concepts well, through age-appropriate practical exploration. Students make steady progress across all phases in developing a grasp of scientific concepts, particularly in the primary phase. This is reflected in National Agenda Parameter tests, in which students in the primary phase perform the strongest.
- Across all phases, students have a strong command of scientific vocabulary. Their recall of scientific facts and concepts is developing. Their depth of understanding is not as secure. Students' skills in independent investigation, including an understanding and use of the scientific method, remain underdeveloped, especially in the secondary phase.
- In the primary phase, students participate in extensive practical activities, which allow an appropriate progression. Most practical work in the higher phases remains heavily dependent on teachers directing students. An exception is robotics, where, in collaboration, students are developing their ability to solve open-ended problems.

For Development:

- Provide students in all phases with opportunities to design their own experiments and independently conduct scientific enquiry, investigation and problem-solving.

UAE Social Studies

	All phases
Attainment	Good

- Attainment is consistent across Grades 1 to 9. The school's internal assessment results show that the majority of students meet the MoE curriculum standards, and the minority exceed those expectations. This is confirmed through class observation, work scrutiny and discussions with students and teachers.
- The curriculum is aligned effectively to the MoE standards, and teachers prepare lessons based on those standards. Most lessons have objectives that are challenging and above minimum curriculum standards.
- Students are provided with opportunities for collecting, analysing and evaluating data, frequently making use of IT. They use this technology effectively when presenting their research. Students' collaborative skills are increasingly evident.

For Development:

- Increase the use of enquiry to broaden approaches to topics and to provide greater challenge to the most able students.
- Ensure that assessments reflect the broad range of abilities and are more closely aligned to curriculum standard levels.

Learning Skills

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

- Most students are actively engaged in their learning. In KG, children are motivated, interested and keen to learn. Teachers offer more independent learning opportunities in the primary phase than in other phases. Students are beginning to make links between subjects.
- Across the phases, discussion in lessons is dominated by teachers, thus restricting students' critical thinking and the development of problem-solving skills. In a few lessons, where they are encouraged to enquire and research independently, students more effectively rehearse their skills and deepen their understanding.
- Students enjoy learning and interact, collaborate and communicate well with one another. They use technology more effectively in the upper phases. Across all phases, in a few lessons, students depend too much on teachers' directions, instead of taking responsibility for their own learning.

For Development:

- Ensure that critical thinking is embedded in all lessons to promote the depth and breadth of students' understanding.
- Ensure that all students have access to IT during lessons to support independent learning.

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

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

- Students cooperate and socialise extremely well, for example when playing badminton where they willingly partake in caring and sharing. They collaborate in moral education where they barter and sell their 'goods' to illustrate fair trade and sales strategies.
- In KG, positive behaviour, and very good relationships are significantly positive features of children's personal development. Across the school, students are confident and have positive attitudes. Students in the later phases do not display the same eagerness for learning as do children in KG.
- Students' behaviour is very good throughout the school. They are aware of the importance of having healthy lifestyles, but, in the upper phases, they do not always adhere to these principles. High levels of attendance and punctuality are features of the school.

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

- Across all phases, students have a clear understanding and appreciation of how Islamic values influence society in the UAE. They conscientiously put into practice such values as tolerance and concern for the well-being of others.
- Students demonstrate a strong understanding and appreciation of Emirati culture. Children in KG have a developing awareness of the features of Dubai and the surrounding desert landscape. In the upper phases, students can discuss in depth the heritage and customs of the UAE through the ages.
- Students have a good awareness and appreciation of their own culture, which they can compare and contrast with that of the UAE. Across all phases, although students are interested in learning about other cultures, their knowledge of the wider world remains underdeveloped.

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

- Students have a strong sense of community responsibility. They participate enthusiastically in many activities, and, especially in the upper phases, take leadership roles and initiate projects. Some volunteer as inclusion champions to support their fellow students in their learning.
- Students take part in a wide variety of environmental activities, including recycling, planting saplings in recycled tyres and reducing the use of plastics. The school participates in World Environmental Day and Earth Day. Fairs and bake sales develop entrepreneurial skills.
- The school’s learning council involves students from Grade 4 onwards in observing lessons and giving feedback to teachers and to school leaders. The principal, the head boy and the head girl have developed an effective restorative justice project.

For Development:

- Encourage students to more consistently make healthy food choices.
- Improve the depth of all students’ knowledge and understanding of Emirati heritage and traditions, and of a broad range of world-wide cultures.

3. Teaching and assessment

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

- Across all phases, teachers prepare lessons thoroughly and are successful in motivating and engaging students. In KG, teachers provide engaging and productive activities, although few activities are initiated by the children themselves. Primary teachers exhibit the strongest understanding of how students learn.
- Teachers' questioning predominantly emphasises recall of information and coverage of course content. In a minority of lessons, teachers are skilful in asking open questions and in encouraging students to think for themselves. The pacing of lessons is generally brisk, but occasionally leaves little scope for open-ended enquiry and reflection.
- Professional development for teachers has improved the overall quality of teaching, particularly in primary. The school has introduced an elaborate lesson planning format, the impact of which is limited due to its complexity.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Leaders and teachers make increasingly effective use of well analysed data to inform lesson planning and curricular review. This strengthens students' achievement in most areas. However, there is limited progress in ensuring that reliable data are contributing to students' improvement in Arabic as an additional language.
- Complex systems are used to identify and track students' progress over time. These are developing, with plans to include attainment and external benchmark test results more consistently, thus allowing teachers to support students' individual and group needs, to greater effect.
- Teachers know their students well and use a variety of methods to monitor progress during lessons. However, the monitoring of research homework is not well-developed. Students are not always fully aware of the next steps in their learning.

For Development:

- Ensure that lesson planning and questioning strategies enable teachers to focus on developing a range of higher-order thinking skills.
- Ensure that homework resources are used to inform students about their expected learning targets, so that they know how to improve their learning and go on to achieve their full potential.

4. Curriculum

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

- Appropriate time is allocated to all key subjects. The curriculum in KG clearly identifies learning outcomes and content. There is full integration between CBSE and UAE social studies. In primary science, the curriculum for now includes more experiments, but not independent investigations.
- The wide range of curricular choices and extra-curricular activities, clubs and events provides ample opportunities for students to develop academic and personal skills, particularly for secondary students. Initiatives such as ‘Bridge U’ strengthen progression beyond school.
- In the better lessons, teachers establish appropriate cross-curricular links. They incorporate critical thinking and scientific research into some lessons, particularly in the higher phases, but not consistently so. The curriculum content is periodically reviewed and modified.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- In most lessons, teachers modify the curriculum to meet the needs of students of determination, though little modification occurs to challenge the most able students. Adaptations stated in the curriculum map are generic rather than being more sharply focused.
- The curriculum is enhanced through activities that promote enterprise, innovation, creativity and social contribution. Initiatives for charity encourage students to contribute to community projects. Students have access to a broad range of extra-curricular activities.
- The awareness of UAE culture, traditions and Islamic values is introduced in KG, with good opportunities for children to develop their knowledge, understanding and appreciation of local heritage. In the upper phases, students’ understanding of UAE culture and values is deepened by integrating aspects into lessons and extra-curricular activities.
- Arabic as an additional language is taught in KG2 and is allocated 40 minutes each week.

For Development:

- Enhance the scope and sequence of the curriculum with subject-specific skills.
- Plan better cross-curricular links.
- Improve curriculum design by providing appropriate adaptations for all categories of learner.

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 safety of students, staff and parents is the school's highest priority. The policies are complemented by the effective work of designated specialist staff. Thorough supervision ensures that students are kept safe and reported incidents of bullying are rare. The management of vehicular traffic outside the school is highly effective.
- The spacious, well-maintained premises provide students with an inviting and accessible learning environment. The school keeps detailed and secure records and responds promptly to issues and concerns raised. Lifts provide access to all levels. Regular emergency evacuations are held.
- The school's promotion of safe and healthy lifestyle choices is systematically incorporated into all aspects of school life. Physical fitness enjoys a high profile within the school. Students receive wise advice on food choices and on appropriate levels of exercise.

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

- Relationships between staff and students are very positive. There is a good rapport and a climate of mutual respect in the school. Systems are in place to monitor attendance and punctuality closely. Parents are contacted promptly when issues arise.
- Comprehensive processes to identify students of determination are in place. Procedures have recently been established to accurately identify students with gifts or talents. The support provided for students of determination is better focused and more extensive than that provided for those with gifts or talents.
- Support for students experiencing personal or social issues, as well those requiring advice on academic and career choices, is improving. In cases where personal or social issues are complex or serious, students are referred to professionals from outside agencies.

For Development:

- Increase the number of opportunities to meet the educational and personal needs of students with gifts or talents and monitor their progress more closely.
- Strengthen the support provided for personal, social, academic and career counselling to meet the needs of senior students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The school operates a highly inclusive admissions policy and encourages application from students of determination. A considerable investment of resources in the form of qualified specialist staff and resources has benefited the school.
- Procedures are in place to identify students of determination when students register in school or following referral by teachers or parents. All staff members who are involved in the provision of support to these students receive appropriate training.
- The school has very strong, effective links with parents, who report that they are kept very well informed regarding their children's progress. The specialist teachers and assistants are readily available to provide information and support to individuals and to groups of parents.
- In most cases, students of determination are involved in relevant and meaningful learning. Appropriate curriculum modification, reflected in the individual education plans, is not evident in all classrooms.
- The initial assessment of students' educational needs is carried out appropriately. Through on-going tracking and monitoring of student progress, the school uses data effectively to monitor student progress closely.

For Development:

- Ensure that all class teachers are aware of the nature of the learning difficulties facing the students of determination in their class.
- Emphasise the importance of appropriate curriculum modification and teaching strategies to be used in order to assist these students most effectively.

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

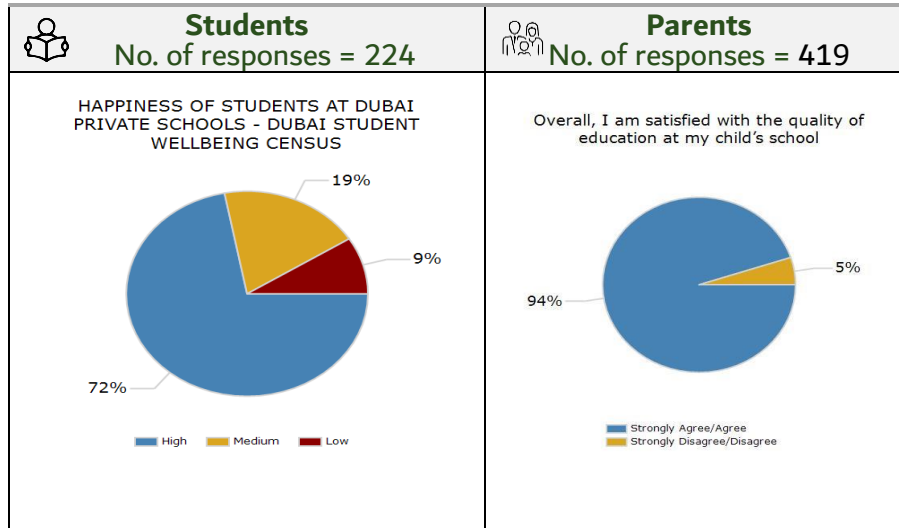
- The principal and senior leaders work with diligence and enthusiasm to promote the school’s ambitious vision. The school has responded vigorously to the previous inspection recommendations and development points, as evidenced by improvements in the Phase 2 and in inclusive education provision. Senior and middle leaders have a developing knowledge of best educational practice. They begin to establish a positive learning culture across the school, and to improve standards. Relationships and communication between senior leaders and teachers are effective.
- The school’s review procedures identify key priorities for development, but subsequent judgements regarding the school’s performance are not always accurate. The improvement plan includes detailed actions, but not all actions have measurable outcomes. The school has changed aspects of lesson planning, especially in the lower phases, by incorporating a number of initiatives to encourage teachers to plan to focus on greater levels of enquiry and sufficient challenge for all. Teaching is regularly monitored. These initiatives are beginning to have a positive effect on attainment.
- Parents are extremely supportive. They work in harmony with the school to help students to achieve their personal, social and academic goals. Technology is effectively used to communicate with parents. The school is receptive to feedback and has effective methods to address any complaints. Parents understand and support the school’s clear vision.
- The governing board includes wide representation from stakeholders and regularly seeks their views. Governors are beginning to monitor the work of the school and to hold senior leaders to account. Their influence on the overall performance of the school is expanding and they actively and generously help the school’s leaders to meet their promise to parents.
- The school runs extremely efficiently. Up-to-date displays keep the school community informed. Teachers are appropriately qualified and benefit from a number of professional development programmes. The premises offer multi-purpose and stimulating learning spaces. The generous resources, including interactive technology and the library, are yet to be used fully to support all aspects of students’ learning.



For Development:

- Identify, and use as role models, teachers who exhibit best classroom practice to enable others to raise the quality of their lessons.
- Make better use of the school’s assessment data in self-evaluation to identify the school’s strengths and weaknesses more accurately.

The Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Students who participated in the survey indicate that teachers care for them and that they feel valued. They enjoy the very safe environment. They have supportive friendship groups and are optimistic about their future. The inspection findings concur.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents are satisfied with the work of the school. They comment positively on the quality of the school's provision, which results in improved academic and social development. They agree that school leaders listen and respond to their views, and that they have sufficient access to information to support their children at home. Nearly all parents indicate that their children are happy and feel safe at school. These views are confirmed by the inspection team.

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