

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



دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Springdales
School LLC

Celebrating
10 years of
inspections

SPRINGDALES SCHOOL LLC

INDIAN (CBSE) CURRICULUM



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management	20
The views of parents, teachers and senior students.....	21

School information

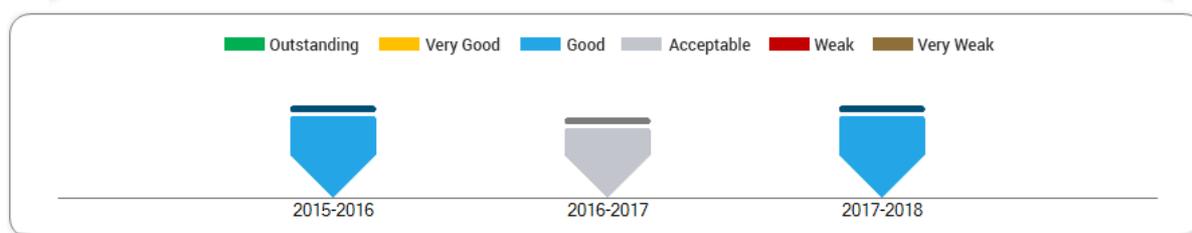
General information	
Location	Al Quoz 4
Type of school	Private
Opening year of school	2012
Website	www.springdalesdubai.com
Telephone	04338-1-311
Address	Al Quoz 4
Principal	Julian Williams
Principal - Date appointed	9/1/2016
Language of instruction	English
Inspection dates	02 to 05 October 2017

Teachers / Support staff	
Number of teachers	131
Largest nationality group of teachers	Indian
Number of teaching assistants	28
Teacher-student ratio	1:30
Number of guidance counsellors	3
Teacher turnover	11.2%

Students	
Gender of students	Boys and girls
Age range	3-14
Grades or year groups	KG 1-Grade 10
Number of students on roll	1277
Number of children in pre-kindergarten	66
Number of Emirati students	1
Number of students with SEND	76
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	ISA, ASSET, CAT4
Accreditation	NA
National Agenda benchmark tests	ASSET, ISA

School Journey for Springdales School LLC



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Springdales School LLC was inspected by DSIB from 02 to 05 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Almost all leaders and stakeholders are implementing a shared vision. Consistently improved teaching across the school including the stand-alone Grade 10, means many aspects now operate well or better. Middle leaders, skilled in improving students' outcomes in English, mathematics and science, are successfully implementing the vision and helping raise standards across the school.

Students' achievement

Significant improvements in students' achievement have been made in English, mathematics and science in the primary and middle phases. In addition gains have been made in Islamic education. These complement the consistently good outcomes in the Kindergarten and Grade 10. Learning skills linking concepts together are better. Students' ability to use Arabic as an additional language remains below curriculum expectations.

Students' personal and social development, and their innovation skills

Students' attitudes to learning are excellent in the Kindergarten and of a very high standard elsewhere. Self-reliance and a strong sense of responsibility are evident among older students. Kindergarten children use their environment very effectively, exploring freely with their peers. Some older students can apply a critical, open reflection on feedback but a minority do not enquire or innovate independently.

Teaching and assessment

Most teachers consistently plan and deliver lessons for multiple learning styles and abilities. They regularly use assessment and cognitive information to achieve better students' skills in English, mathematics and science. This is less evident in Arabic and Islamic education in the primary phase and in Arabic in the middle phase.

Curriculum

Curriculum design remains strong and assists good teaching. The adaptation of the challenge, support and independent opportunities students require is still developing. These are more interesting for children in the Kindergarten due to the opportunities for explorative learning. Programmes enabling the lower and higher attaining students to innovate and create for themselves, are still teacher-led.

The protection, care, guidance and support of students

Arrangements to safeguard the community are excellent, enhanced since the previous inspection by more rigour in the training of staff. Identifying students with special educational needs (SEND) and the able, gifted and talented is secure. However, ensuring their progress is in line with their potential is inconsistent in the primary and secondary phases.

What the school does best

- The whole school drive to secure improvements in teaching, learning skills and assessment.
- The high-quality outcomes in the Kindergarten.
- The exemplary safeguarding arrangements which keeps the school community safe.
- The promotion of students' well-being.

Key recommendations

- Governors and senior leaders must improve the quality of students' attainment and progress in Arabic as an additional language by:
 - improving teachers' understanding and implementation of good additional language practices
 - matching activities to the needs of individual students
 - providing more opportunities to develop their reading and writing skills
 - training and monitoring teachers to accurately use assessment data to deliver lessons that build on students' prior knowledge and improves their achievement.
- Ensure that the needs of the lower and higher attaining students are met through more effective curriculum adaptation.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	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	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good	Good ↑	Good
 Mathematics	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good	Very good
 Science	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good
Learning skills		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	Good	Good	Good	Very good

3. Teaching and assessment

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

4. Curriculum

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

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	Good	Good	Good	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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment on the National Agenda Parameter (N.A.P) in English, mathematics and science, is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders and governors are totally committed to the National Agenda and their development plans focus on the importance of data analysis and its role in raising students' attainment.
- All assessment data is analysed to identify students' strengths and weaknesses. This information is compared with the information from CAT4 to help teachers personalise learning.
- The school aligns its curriculum with the content and skill demands of TIMSS and PISA. This is having an impact on curriculum adaptation.
- Teachers are adapting their teaching style in order to give a sharper focus on critical thinking and regularly pose open ended questions to students.
- Students have their individual N.A.P reports in their exercise books. They make effective use of the resources available to them to develop their research skills.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- Moral education is effectively integrated into the curriculum through social science, social studies and where appropriate parts of the English curriculum.
- Moral education is taught in English to meet students' needs. Teachers liaise to ensure consistency and continuity and they use a variety of resources well to engage and motivate students.
- Moral education is often engaging and challenging. However, it is not always adjusted to meet the needs of all groups of learners.
- Assessment of moral education takes account of how students feel and their thoughts in relation to moral dilemmas.

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

Social Studies

- UAE social studies is well-balanced, relevant and effective in developing knowledge skills and understanding.
- UAE social studies is taught in English. Teachers plan appropriate lessons and make links to other curriculum areas to help transfer learning between subjects.
- Students work productively in groups and increasingly use learning technologies to support their learning and develop their research skills.
- Regular assessments provide appropriate measures of students' progress in UAE social studies.

The school's implementation of the UAE social studies is developing.

Innovation in Education

- Most students are keen and able to find things out, for and by themselves.
- Opportunities to initiate and progress new ideas and actions are inconsistently provided.
- Teachers are beginning to work together to develop innovative approaches to teaching.
- Inventive approaches to empower the most and least able students as highly effective learners are emerging as a result of adaptations made to the curriculum.
- Leaders, including governors, are building a learning community where innovative uses of resources, and involving parents are strongly encouraged.

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

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	Good	Good

- Students' knowledge of Islamic concepts and their recitations skills are in line with expectation in the primary phase. Higher up the school, students are more confident in extending their knowledge to real life applications, although this is inconsistent at times.
- Students are able to make links to moral education, and more able students can provide citations from Hadith and the Holy Qur'an to support their points of view.
- Assessment activity booklets are creating a focus for lessons, and the range of activities provided encourages students to engage with the material, making the topics interesting. As a result, improvements in students' achievements are evident in the upper phases.

For development

- Develop students' critical thinking and provide challenging work specifically matched to their abilities.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Across the school, students' listening and speaking skills are better developed than reading and writing. Consequently students' attainment levels are weak, although considering their starting points, students are making acceptable progress. .
- In both the primary and middle phases, students have a working understanding of basic classroom instructions and are able to respond to their teachers. As writing is often limited to copying from the board, their independent writing and reading skills remain underdeveloped.
- Assessment activity booklets have been introduced, providing a wider range of activities in lessons designed to increase student engagement. However, positive impact on students' achievements is not evident.

For development

- Use assessment data effectively to determine starting points of students and next steps in learning.
- Provide students with rubrics for writing and reading in order to develop these skills consistently and accelerate progress.

		KG	Primary	Middle	Secondary
English 	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good	Good ↑	Good

- As a result of providing challenging work student' achievement is now strong in all phases. Consequently results in international benchmark tests show attainment in the primary, middle and secondary phases is at a good level.
- Work is increasingly matched to student's ability as they are often taught in ability groups. Among a minority of students, the skills of English are not as strongly developed as they are not sufficiently engaged in lessons.
- Improvements in teacher feedback to students' in workbooks is providing the basis for a good dialogue and identifying specific next steps in learning. Reading is being strongly promoted and is positively impacting on learning outcomes.

For development

- Provide strategies that equally challenge all groups of students and enable them to develop more complex skills such as inference and deduction.

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

- Attainment in mathematics is consistently good, which is an improvement from the previous year. Highly motivated students can apply their capacity for strong number operations in increasingly unfamiliar contexts, especially in secondary.
- Students' achievement levels, are higher when dealing with numbers as opposed to spatial concepts. There is a strong emphasis on the development of mental mathematics. When problem-solving is directly related to the students' experiences, it is particularly effective.
- Outcomes in mathematics are improving. Internally produced, supplementary support material, reinforces achievement. A shift in the way the curriculum is delivered and assessed, challenges the students to think deeply. Consequently, their attainment is improving.

For development

- Adjust lessons to ensure that all students are challenged, all of the time.

		KG	Primary	Middle	Secondary
Science 	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good

- Students' attainment and progress in science is good in all four phases. External benchmarking tests and internal assessments identify that a large majority of students are above expectations.
- In the Kindergarten and primary phase students know and understand complex scientific terms and how to investigate, observe and record. Middle phase students, apply scientific knowledge and understanding to infer possible outcomes. Opportunities to apply scientific concepts in conducting research and investigation are limited in the secondary phase.
- The analysis of benchmarking test results, identification of gaps in learning, modifications to the curriculum and better planning are beginning to have an impact on students' development as effective scientists.

For development

- Provide opportunities for students to develop deeper understanding of science concepts, critical thinking and independent research through the application of science in real life situations.

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

- Learning skills across the phases are strong. Students are resilient, enthusiastic and confident and collaborate most of the time. Occasionally groups' roles are unevenly distributed and not always understood by students. In the secondary phase, students have more opportunities to think critically resulting in stronger skills of analysis.
- Students in all phases are mostly articulate and are becoming increasingly reflective in their responses to peers and teachers. They link their learning well between subjects. The balance between teacher talk and learner-led interactions is sometimes inconsistent.
- Students are now using technology regularly. This enables them to find things out for themselves when instructed. This use of resources is not always effective, nor conducive to enquiry and research that results in new ideas.

For development

- Empower students to challenge, hypothesise and articulate their ideas in inventive ways, and by using learning technologies systematically.

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

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

- In the Kindergarten, children's behaviour is exemplary. They show high levels of care for each other. Attitudes to learning are very positive and the excellent relationships with staff and each other contribute strongly to their learning.
- Older students show very positive outlooks on learning. They persevere when work is challenging, but do not always initiate learning for themselves. Students across the school behave very well and collaborate with each other which contributes to the school's inclusive, family ethos.
- All children and students understand the need for safe and healthy lifestyles. They know about which choices to make and can talk about what it means to keep safe and well within the school and wider community.

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

- Students in the lower phases are developing their understanding of the role and values of Islam in Dubai. They have a basic working knowledge of the heritage and culture of the UAE and that of other world cultures.
- In the upper grades students are more confident in their understanding of both their own culture and that of the UAE. They display an interest in learning about other cultures, but this is still developing.
- The wide range of displays, both inside and outside the classroom, and students' involvement in community activities is contributing to broadening their appreciation and knowledge of contemporary life in the UAE.

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

- Students in all phases are involved in activities that have a positive impact on the school and wider community. Secondary student leaders, provide good role models and counsel younger students and support them when required.
- Students' work ethic is strong across the school. They are eager to learn and are motivated by their teachers. They contribute to charity through fund-raising activities, Zakat, Mufti day, Bake sales and donate to labour camps.
- A wider range of opportunities are now provided for students to deepen their understanding of the environment. They collect waste for recycling and old books for the needy. Eco-soldiers monitor wastage of electricity and switch off fans and lights when not in use.

For development

- Broaden the curriculum opportunities students have to understand and show appreciation of world cultures.
- Enable students to develop greater initiative and independent decision-making skills.

3. Teaching and assessment

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

- Teachers across all phases prepare their lessons thoroughly and employ a range of teaching strategies. Assessment data is used to guide teaching and due account is taken of different levels of student ability in the planning of lessons particularly in the secondary phase.
- Teachers' marking of student notebooks is supportive and formative. The encouragement of student self-assessment makes for an effective guide to future learning. Lesson plans do not focus sufficiently on assessable learning outcomes.
- The development of a culture of professional learning and the opportunities to share good practice is raising standards. Differentiation in lesson planning is evident but implementation is inconsistent.

	KG	Primary	Middle	Secondary
Assessment	Good	Good ↑	Good ↑	Good

- Assessment is consistently good. In the Kindergarten. It effectively tracks the academic, social and personal development of the child, whilst in the other phases, tracking is focused on attainment and the progress made by students.
- The school is increasingly accurate in its gap analysis processes. In the majority of the subjects, teachers are generally effective in making the appropriate adjustments to their teaching strategies.
- In response to the previous inspection report the school is making considerable progress in the quality of written feedback students receive, their involvement in self-assessing their work, the tracking and recording of progress and using assessment to inform planning.

For development;

- Consolidate and embed the target setting system to support student progress in all subjects, especially in Arabic as an additional language where more accurate targets are required.

4. Curriculum

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

- The school offers the EYFS curriculum in the Kindergarten and CBSE for Grades 1 to 10. Currently there is no Grade 9 class. The curriculum has a clear rationale and develops a balance of knowledge, skills and understanding. It is compliant and meets national statutory requirements.
- Transition arrangements are well planned to ensure continuity and progression. The school offers some choice in the subjects, for example, French and Hindi. The enrichment programme and assemblies enhance students' learning. Cross-curricular links are provided in a few subjects although they are inconsistently implemented.
- Curriculum review is regular and based on analysis of external assessment data. Some modifications, using assessment information, are made to improve learning. These include projects and supplementary materials.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- Curriculum adaptation is strongest in the Kindergarten. Learning is organised in engaging themes and through a wide range of interesting activities that interest and motivate most children. Links related to the development of children's understanding of UAE's culture are especially effective.
- Recent improvements have strengthened the curriculum in all subjects and across all phases. Nevertheless, opportunities for students to develop their innovation skills in lessons remains at a developing level. The curriculum is generally adjusted appropriately to support students with SEND, but is not sufficiently adapted for lower and higher achieving students.
- Adjustments have been made to reflect the content and skills demands of TIMSS and PISA examinations. The alterations have led to better student outcomes in English, mathematics and science.

For development

- Modify the curriculum further to meet the needs of all learners, especially lower and higher achieving students.
- Provide challenge and support for these students to learn independently and innovatively.

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 gives the safeguarding of its students the highest priority. All safeguarding policies are in place, all staff licensed and trained appropriately. Incidences of bullying are rare. The care provided by all support staff, particularly in the Kindergarten is excellent.
- The bus service exemplifies the high standards of health and safety at the school. Students' movements throughout the campus are tracked consistently. The health centre team is active and effective in promoting a healthy lifestyle among students.
- The extension of the class parent representatives' programme is ensuring further understanding within the school community of safeguarding issues. The newly enhanced security controls in the pools and buses are contributing in an exceptionally effective manner to students' safety.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Effective measures are in place to monitor and respond to the very few attendance and punctuality issues that arise.
- The identification of students with SEND has developed well since the previous inspection. The current system is thorough and comprehensive and leads to timely interventions. Those students identified as able, gifted and talented do not benefit from a planned programme of challenge and support.
- Staff student relationships are strong and have a positive influence on behaviour attitudes to learning and well-being for all. Staff know children and students very well. They show interest in them as individuals and model the care and respect expected of students.

For development

- Design, implement and monitor a programme encompassing the precise identification of individual abilities, gifts and talents, and individually mentor these students accordingly.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Governors and senior leaders are committed to inclusion, evident in sensitive policy design and implementation.
- Identification procedures are used effectively to ensure that interventions are timely and well matched to need. The support identified in the Individual Educational Plans (IEPs) is not consistently aligned with teacher planning, especially in Arabic as an additional language.
- Communication between home and school is very good. Parents report confidence in the informal, open and responsive communication they have with class and specialist teachers. An ethos of trust is firmly established. The SAWA centre offers strong support to students.
- The curriculum is not always sufficiently or consistently adapted to achieve sustained improvement for students with SEND.
- Personal support for most students, which includes the buddy system and the support provided by most Learning Support Assistants (LSAs), helps to develop students' self-confidence and make good progress in their learning. . .

For development

- Align teacher planning more precisely with the specific targets identified in the IEP.
- Adapt the curriculum to include strategies to support sustainable progress.

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

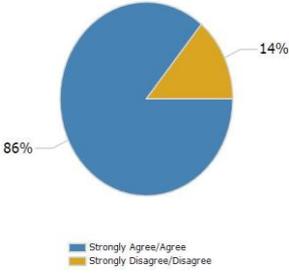
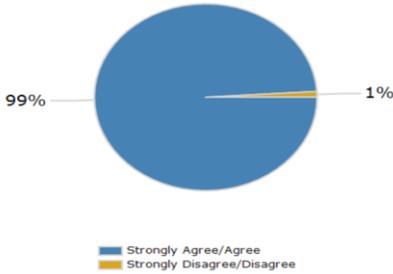
- Almost all stakeholders, now share a common vision resulting in many aspects of provision now operating better. Middle leaders have contributed significantly to the improvements through effective use of data, especially in English, mathematics and science.
- The school knows its strengths and areas for development well. Through focused training, comprehensive improvement planning and accountability, teaching and learning has improved. Recommendations from the previous report have been effectively addressed. However, teacher appraisal is not consistent nor accurate in Arabic as an additional language.
- Partnerships with parents has improved. Strong organisational capacity and the expanding deployment of parent representatives is establishing trust. Consequently, parental expectation is now more closely aligned with that of the school. Productive partnerships have been built by Friends of Springdale School (FOSS) with other schools.
- Governors, now representative of all stakeholders, willingly take responsibility for the challenges faced in improving teaching. They engage successfully with the community, listening to all views and hold leadership to account for improved outcomes for students. As a result, their influence on school performance is stronger.
- The management of daily operations is effective, establishing a highly accessible and positive learning environment. While most staff work effectively to ensure learning improves consistently, a few teachers and students are not exploiting available technologies in the most effective manner.

For development

- Analyse data with greater precision to improve student outcomes and provide greater depth of challenge particularly for the higher attaining students and in Arabic

The views of parents, teachers and senior students

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

 Students No. of responses = 16	 Parents No. of responses = 212	 Teachers No. of responses = 88
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>86% 14%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>99% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>

 Students	<p>Not applicable</p>
 Parents	<p>Most parents, who responded to the survey, are satisfied with the quality of education provided. Almost all express confidence in students' personal development and the access parents have to leaders. A small minority reports concerns regarding leaders' listening to their views, the development of independent learning skills, particularly in the reading of Arabic and feedback to students. These findings are supported by the inspection judgements.</p>
 Teachers	<p>Almost all teachers who responded to the survey, are very supportive of the developments made to systematically use data to improve learning and teaching. They are very appreciative of the professional development they receive, expressing a clear commitment to applying this new expertise to create positive learning experiences. These findings are supported by the inspection judgements.</p>

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