



Springdales School LLC

 Curriculum: CBSE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2016-2017 .....	6
Main inspection report .....	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion .....	21
6. Leadership and management .....	21
The views of parents, teachers and senior students.....	25



## School information



General information	
Location	Al Quoz Dubai
Type of school	Private
Opening year of school	2013
Website	www.springdalesdubai.com
Telephone	04338-1-311
Address	Al Quoz
Principal	Julian Williams
Language of instruction	English
Inspection dates	24 to 27 October 2016

Teachers / Support staff	
Number of teachers	136
Largest nationality group of teachers	Indian
Number of teaching assistants	32
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	10%

Students	
Gender of students	Boys and girls
Age range	3-14
Grades or year groups	KG 1-Grade 9
Number of students on roll	1445
Number of children in pre-kindergarten	N/A
Number of Emirati students	0
Number of students with SEND	38
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	None
National Agenda benchmark tests	IBT, CAT 4, ISA



## 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.

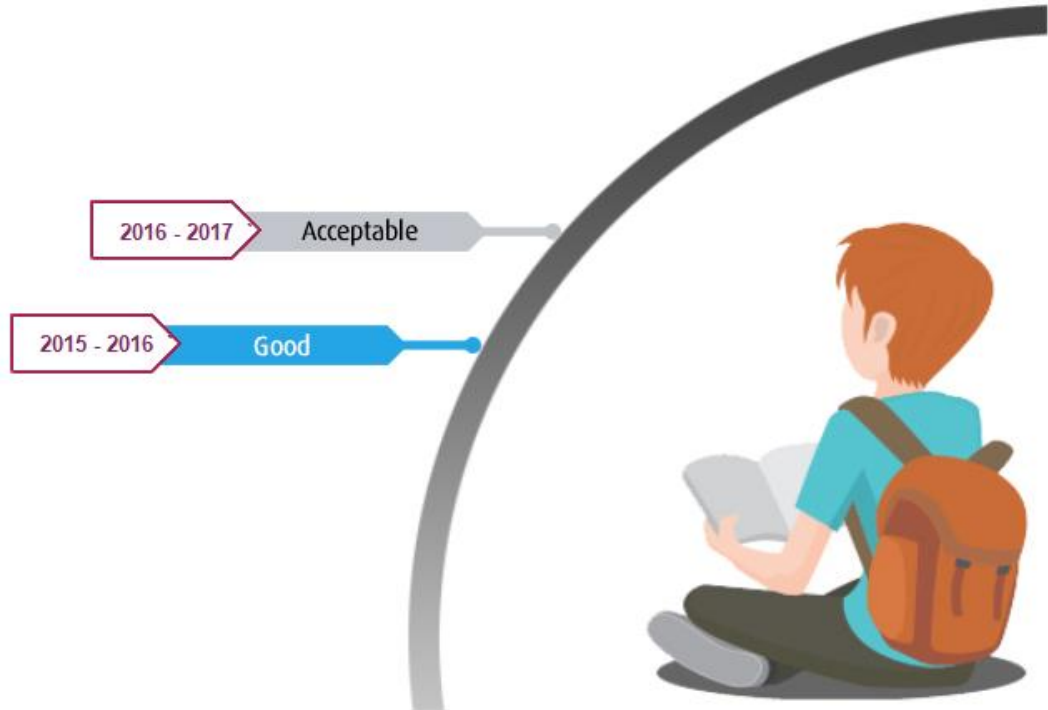
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### 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.

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

## Inspection journey for Springdales School LLC



- Since opening in 2013 Springdales School LLC has seen its numbers increase substantially. At the time of this inspection the school had 1445 students aged from 3 to 14 years. 492 students have been added this academic year. A new principal started in September 2016 and 28 new teachers were employed in April 2016.
- The school was inspected for the first time in the academic year 2015-2016 and attained a good overall rating. The inspection acknowledged the high level of challenge provided for students in the Kindergarten and the middle phase. In addition, the school's drive for improvement was recognised and the health and safety arrangements throughout the school were judged to be outstanding.
- The recommendations in the previous report focused on the need to improve the quality of teaching for effective learning, particularly in the lower primary phase, by ensuring that work set matched students' abilities. More opportunities were identified as being required for critical thinking, enterprise and research.



## Summary of inspection findings 2016-2017



**Springdales School LLC** was inspected by DSIB from 24 to 27 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in English, mathematics and science are good in Kindergarten (KG). In the primary and middle phases, attainment and progress in these subjects are acceptable, with the exception of progress in English in primary and mathematics in middle which are both good. Attainment in Arabic as an additional language is weak in primary and middle phases, but progress is acceptable. Islamic education is good for both attainment and progress in the middle phase and acceptable in the primary phase. The overall picture of students' achievement is inconsistent.
- Personal development is very good in all phases, with students showing a good understanding of Islamic values, awareness of other cultures and environmental issues facing the UAE.
- Teaching and assessment are good in KG. However, assessment information in the primary and middle phases is not consistently used to adapt the curriculum and identify starting points in learning for different groups of students. As a result the overall effectiveness of teaching and assessment in these phases are acceptable.
- Although, the curriculum is well designed throughout the school, it is not adapted consistently to match the needs of all students in the upper two phases.
- The arrangements to secure the health and safety of all students are outstanding. In particular, the safeguarding policy is well understood by all members of the school community. This is well supported by the good arrangements for the care and support of students.
- The overall effectiveness of leadership is good, along with effective partnerships with parents. The day to day management of the school is very good, although the processes to ensure the effectiveness of self-evaluation and governance are acceptable.

### What the school does best

- The personal development of students in all phases is very good. This is reflected in the pride students have in Springdales School.
- The school has been very successful in securing a very safe and secure environment for all members of the school community.
- The good care and support reflects how well the school has managed the growth in student numbers and staff.

### Recommendations

- Strengthen the whole school assessment system by:
  - involving all staff in the analysis of data from the National Agenda Parameter tests so that they are able to identify starting points in learning and provide stimulating and challenging tasks in lessons
  - involving each student and accurately measuring their progress through evaluation of their own learning from marking and feedback in lessons
  - modifying the curriculum in every subject so teachers match work to the needs of all groups of students based on the data
  - aligning all internal data systems, including in KG, with international benchmarks and curriculum standards to ensure consistency of provision throughout the school.
- Governors should hold school leaders to account for:
  - the rigorous implementation of the school's vision based on quality learning outcomes for all students, underpinned by accurate self-evaluation
  - the analysis of all assessment data and providing a detailed plan of action, as a result of it, to improve student outcomes and following up the implementation of those actions
  - systematic monitoring, support and training of all teachers to deliver challenging, differentiated and assessed learning objectives in all subjects.

## 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 their targets:

- Attainment based on the National Agenda Parameter (N.A.P.) benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school received IBT data in March 2016 and ISA data in the summer 2016. CAT4 data has been received very recently. A draft action plan has been written and shared with senior and middle leaders. This is a thorough, comprehensive plan, setting out school actions against a wide range of UAE National Agenda objectives. However, implementation of the plan is in its infancy in terms of impact on outcomes.
- The modification of curriculum content and skills to meet targets is in progress. There are plans to vertically align mathematics and science curricula and outcomes. Daily 'mental maths' and real-life mathematical problems are a feature in some grades. Data from the National Agenda Parameter CAT4 has been analysed.
- Critical thinking and the application of learning to real life contexts is an increasingly regular feature of teacher planning. Opportunities are provided in some lessons for students to develop analytical and investigative skills, such as in textual analysis in English, but these are not embedded in all subjects.
- The availability and student use of ICT to support learning is a regular feature in some upper grade classes. Home learning assignments quite often require students to use computers and other devices. Students use ICT, books and the library in a school that is very well resourced.

Overall, the school's improvement towards achieving its National Agenda targets is not secure



## Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









## Promoting a culture of innovation:

- Opportunities for innovative thinking are provided. These mainly occur in extra-curricular activities. Students are encouraged to enter inventors' competitions. They also participate in the annual "Science Fest". The use of learning technologies is planned for in the curriculum and is designed to support creative thinking but not yet used consistently in all subjects. Governors and senior staff are at the forefront of promoting innovation and its links to entrepreneurship and creativity. However, these links are not embedded systematically in the curriculum and lessons.



## Overall school performance

Acceptable ↓




## 1 Students' achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Good
	Progress	Not applicable	Acceptable	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Good	Acceptable ↓	Acceptable ↓
	Progress	Good	Good	Acceptable ↓
Mathematics 	Attainment	Good	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Good
Science 	Attainment	Good	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable ↓
		KG	Primary	Middle
Learning skills		Good	Acceptable	Acceptable ↓

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

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

## 3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable 
Assessment	Good	Acceptable 	Acceptable 

## 4. Curriculum

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

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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good


## 6. Leadership and management

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

# Main inspection report



## 1. Students' achievement

		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Children demonstrate above average communication and language skills. This is illustrated in KG1 when children listen and comprehend instructions and offer meaningful sentences about curriculum topics such as food. They recognise and read phonic sounds of letters and use three or more words in sentences well. Good understanding enables children in KG2 to listen to and understand instructions involving a two part sequence. They can articulate meaningful sentences and apply communication skills effectively to blend and write three/four letter words and simple sentences.
- The understanding of numeracy is above curriculum expectations. As a result, children manipulate and sort numbers and shapes to a good standard. They are able to identify and replicate basic shapes and apply these in real life situations. They have good understanding of mathematical vocabulary such as 'more' and 'less'. Children in KG2 build on good previous learning by recognising and applying numbers 1 to 50. Their skills of estimation are well developed and they can compare and plot a graph comparing quantities.
- Science is taught as part of integrated units, such as 'learning time'. The children have an above average understanding of scientific concepts. For example, children in KG1 clearly understand the different types of food and their nutritional values. Children in KG2 show their good understanding by describing the life cycle of the caterpillar in words and drawings. Through the recording of similarities, differences, changes and patterns in the environment, they show above expected progress. As a result of independent learning opportunities children are developing strong investigative skills.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Acceptable ↓	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- The students have a knowledge of the Five Pillars of Islam in line with expectations. Most of them can explain the steps of the Wudoo (ablutions) and prayer adequately. They have an acceptable understanding of the concepts underpinning Islamic values, morals and etiquette, which is reflected in their work. However, students' recitation skills are weaker. Their progress in understanding Islamic principles is in line with expectations, while the ability to link what they learn to their own real life is less well developed and prevents them from making better progress.
- In Arabic as an additional language, the majority of students find it very challenging to hold a simple conversation. Their listening and speaking skills are below expectations due to the limited opportunities to practise. They can read familiar words but their reading comprehension and independent writing are less strong. Given their starting points, students make acceptable progress in identifying Arabic letters. Their reading, listening and responding skills are progressing as expected. However, their writing skills are less well developed.
- Although students in English make better than expected progress against international benchmark tests at the top of the phase, the achievements of the majority of students is in line with expectations. The rate of learning increases more rapidly in the upper primary years. There, students demonstrate increasing confidence in their speaking and listening skills, for example, using persuasive language effectively during debates. However, younger students are not as challenged, which limits their progress in the development of writing skills and therefore their overall attainment.
- In the external benchmark tests in mathematics, nearly half of students attain below age expected levels. According to internal assessments however, students show an understanding of numeracy by the end of the phase that is above curriculum standards. This is not reflected in the application of key mathematical concepts in lessons and workbooks, which reflects progress and attainment in line with expectations. As a result of inconsistent differentiation of work, there is no discernible difference between the achievements of the different groups of students.
- In science, there is inconsistency between attainment in internal and external assessments. In lessons and from an examination of students' work, most are attaining at a level which is in line with curriculum expectations. Practical skills, such as observing and recording, are developing well. However, investigative skills, such as analysis and hypothesising, are comparatively underdeveloped. Overall the rate at which students learn in lessons as shown by assessments, is enabling them to make progress in line with curriculum standards.

Middle		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Acceptable ↓	Acceptable ↓
Mathematics	Acceptable ↓	Good
Science	Acceptable ↓	Acceptable ↓

- Students have good understanding of the six pillars of faith. They can explain Zakat and its rules well. Their knowledge of the different types of congregational prayer is strong. Their ability to quote verses of the Holy Qur'an in their debates is less evident. However, their level of attainment is above curriculum expectations overall. They learn at a good rate, which is reflected in their understanding of Seerah, hadith and Islamic etiquettes. They make stronger progress in Islamic morals and values, while recitation skills are less well developed.
- The standard of listening and speaking skills of students in Arabic as an additional language is below what is expected. This is due to the lack of planned opportunities to develop these systematically. Although the majority of students decode familiar phrases accurately, their writing skills are weak. This is reflected in recent work. Given their starting points, the rate at which students develop listening and speaking skills, and are able to read pre-learnt vocabulary and phrases is acceptable. The progress made in developing reading comprehension and writing skills is slower, resulting in overall weak attainment.
- In English, most students make expected progress in both internal and external assessments, across the phase, with particular strengths in speaking skills. This was seen, for example, during interaction with their peers to develop character profiles for a narrative task. Most students apply their knowledge of literary devices to improve the quality of their own creative writing. However, students have not sufficiently developed higher level reading skills to enable them to interpret more complex text or the evaluation skills needed to make improvements to their own work and learn at a more rapid rate.
- In mathematics, most students attain internally assessed levels in line with curriculum standards. In external benchmark tests most students attain below age expected levels. By the end of the phase, students can solve problems involving all four operations and negative numbers. In addition, they solve linear equations and word problems with one or two unknowns. This mathematical knowledge is in line with curriculum standards. Given their starting points, students make good progress. However the lack of extended problem solving opportunities is restricting the opportunities for students to attain at a consistently good level.
- In science, the attainment of students as judged by internal and external assessments is at variance. An examination of students' work in lessons and workbooks indicates that the achievements of most students is broadly in line with curriculum expectations. In the laboratory, it is clear that practical skills are being developed well. However, investigative skills and independent research skills are relatively underdeveloped. The progress made by students in their learning results in overall attainment which is in line with curriculum standards.



	KG	Primary	Middle
Learning skills	Good	Acceptable	Acceptable ↓

- Whilst students in some classes are actively engaged in their learning, the opportunities to take full responsibility for their own learning outcomes are less consistent. This is particularly evident in Arabic as an additional language and in the lower primary phases. There are examples of students being able to contribute to peer evaluations and identify next steps in learning. However, students are generally reliant on the teacher to identify these next steps.
- The best examples of interactive and collaborative learning are seen in KG. In other phases the opportunities for students to develop their communication skills and work together are not provided systematically. When given sufficient guidance, students are able to plan and assess well. This is illustrated by their participation in speech writing and debate planning in a Grade 5 English lesson.
- With the exception of 'learning time' in KG which allows children to make links with real life consistently, students do not always recognise how their learning in one subject is linked to other subjects. Where connections are made, and students are provided with clear roles to apply learning to real life contexts, progress in learning is more rapid.
- The use of tablet and laptop computers provides a valuable resource for accessing information and strengthening students' research skills. Good use of technology is more evident in the middle phase. Critical thinking is more developed in middle than in primary. There are examples of evaluation and analysis in some classes, though not always at the challenging level required.

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

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

- In all phases, students are committed to the school and to achieving the best that they can. They show a strong willingness to work with each other from the moment they arrive on the buses, through to their participation in extra-curricular activities. When provided with feedback in lessons and other activities, students thrive and relish the opportunity to be independent in their learning.
- Behaviour is very good. Students feel empowered to resolve any disagreements they have themselves but are confident to seek adult intervention should they need it. They report that incidents of bullying are rare and students are fully involved in the promotion of anti-bullying campaigns, including staying safe when using the Internet.
- The manner in which new students, staff and families are welcomed shows the sensitivity of students to the needs and differences of others. They are keen to learn about, and understand, each other. They articulate a pride in their school community and exude a sense of respect and courtesy for each other and all members of staff.
- With the support and direction of the school's board of prefects, students are committed to the adoption of safe and healthy lifestyles. They make very good choices about being safe and healthy. They initiate and participate in a range of activities that support and promote well-being.

- There is a strong awareness of the link between higher levels of attendance and student outcomes. Unauthorised attendance is very rare and attendance rates are consistently good.

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

- Students exhibit good understanding of Islamic values and how they influence aspects of UAE society. They can identify the values and relate them to the charitable events they are involved in such as the distribution of aid to support countries in crisis, for example, Nepal.
- Students have a good understanding and appreciation of UAE culture. This is supported by numerous cultural activities, such as visits to mosques. Students can explain at length some of the features of Emirati culture and can identify local costumes, greetings and traditional sports. Opportunities which would enable students to involve themselves at a deeper level in cultural events are planned but not yet implemented.
- Students have stronger awareness and appreciation of their own culture than they do of others. Their knowledge of the different cultures in school is good. The different celebrations such as National Day and the international day event reflect how the school embraces diverse cultures and supports students' understanding.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students understand their responsibilities as members of the school community. They are keen to take opportunities to represent other students when the chance is presented. Consequently, older students are able to raise issues with school leaders and act to resolve any concerns such as managing the anti-bullying campaign. In addition, they act as volunteers in the wider community.
- Students help to plan an innovative international day which develops their creativity and enterprise skills through a range of cultural activities, such as serving traditional food from the selected country and organising a parade. However, there are fewer planned opportunities for students to develop their independent entrepreneurial skills which would enable them to initiate and manage a wider range of projects.
- The 'Ecology Club', which consists of student volunteers, plays a key role in raising the school community's awareness of environmental concerns. They lead a range of activities to promote conservation, such as producing articles for the school communicator newsletter and organising recycling drives with plastic bottle collections. This has resulted in an increased awareness of the challenges of sustainability and conservation in the wider world.

### 3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Acceptable ↓

- Teachers have good subject knowledge, although this is more apparent in the middle phase and upper primary. Their knowledge of how students learn their subject is less strong. However, in the better lessons, particularly in KG, they use their knowledge to devise activities which challenge and support students effectively.
- Lesson plans are present in most lessons and are sometimes adapted to meet the needs of the groups of students within the class. In the best lessons, particularly in Kindergarten, teachers carefully select a range of learning activities to appeal to a range of different learning abilities and styles. For example, in English lessons, appropriate use is made of video clips to stimulate creative writing, or mime is used to illustrate Shakespeare's 'seven ages of man'.
- Although the relationship between teachers and students is good, particularly in the middle school, there is too little dialogue in lessons to explore fully students' responses to questions posed or tasks completed. Some teachers encourage evaluative thinking with deep and thoughtful questioning, such as when students are asked to decide whether a recent initiative to convert Dubai's taxi fleet to hybrid cars is a good idea.
- Differentiation of learning, although often referred to in planning, is rarely implemented and the needs of groups of students are not met adequately. There is a limited variety of teaching strategies used and often a 'one size fits all' approach is adopted. In lower primary especially, tasks lack the appropriate level of challenge. The exception is in Kindergarten, where differentiation is clearly embedded and positively impacting on learning outcomes
- Although there are some early signs of teaching which encourages higher order thinking, these are not having sufficient impact and are too inconsistent. The emphasis is not on learning outcomes but rather on teaching strategies. Students in the higher grades relish thinking independently, when offered the opportunity to do so.

	KG	Primary	Middle
Assessment	Good	Acceptable ↓	Acceptable ↓

- Assessment systems are not consistent across the school. In Kindergarten, assessment information provides reliable measures of academic, personal and social development. Assessments are linked to the curriculum standards. A range of formative assessments are employed such as project work, class tests and home assignments. Summative tests are constructed well to ascertain skills and knowledge acquisition.
- The school has invested in international benchmark tests such as IBT, ISA, and CAT4 for both primary and middle phases in English, mathematics and science. Not all teachers are aware of the results of these benchmarking tests, or their implications. Given that there is no external benchmarking in Arabic as an additional language, Islamic education or Kindergarten, the school has not developed a coherent system of moderated internal assessment.

- Leaders analyse internal data and record student attainment scores regularly. They have devised an alert system to inform them of individual underperformance. Analysis of external data is underdeveloped and is not used to monitor students' progress effectively. This is particularly problematic in the primary phase where the reliability of analysis is less than that in Kindergarten.
- Assessment information is not used consistently across the school to modify the curriculum or to ensure that teaching meets the needs of different groups of students. Internal data is used to set targets for individual students, although the system is not used to inform students if they are on track to meet their targets at the year-end.
- Teachers in Kindergarten have good knowledge of the strengths and weaknesses of individual children. Teacher assessment, student self-evaluation and improvement dialogue are developing features in the middle phase. The use of improvement dialogue, and ensuring follow up action, is not consistently used in feedback. The majority of teachers still use mainly 'tick marking' and encouragement, without specifying next steps for improvement.

#### 4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The school follows the curriculum of the Central Board of Secondary Education (CBSE) for Grades 1 to 9. The curriculum has a clear rationale and is aligned to the vision of the school. It is broad and provides relevant, enjoyable learning experiences for all students. There is a balance of knowledge, understanding and skills identified across all key subjects.
- The curriculum plans structure learning in all key subjects so that students can learn systematically. The progression maps ensure continuity of learning in almost all subjects across Grades 1 to 9. However the good design is not always fully implemented in lessons to ensure that the learning builds on previous knowledge and skills.
- The school offers a range of subjects, including languages, to meet the needs of most students. The activities in KG provide good choice for learning. A school has introduced a careers enhancement programme for students of Grades 9 and 10 which enables them to make appropriate choices for their future education and careers.
- Cross-curricular links are planned for transfer of learning between subjects although the implementation is emerging. The thematic approach in KG makes effective links between areas of learning. The best lessons in primary and middle school apply the effective design and students make connections between subjects. Opportunities for independent learning, research and critical thinking are identified in curriculum planning but are not always evident in lesson plans.
- The school conducts regular reviews to support developments to its curriculum. Teachers and academic heads meet regularly to review the curriculum, considering feedback from teachers on content and student engagement. The curriculum design, in most subjects, identifies good opportunities to review the academic needs of most students. However, assessment information is not used consistently in every subject and grade to inform the review and strengthen implementation.

- UAE social studies is taught, integrated with CBSE social studies. It establishes occasional links with other curricular areas. Short term plans identify a week each term when some concepts, knowledge and skills from the UAE social studies framework are incorporated into the CBSE curriculum. The subject is formally assessed through tests in Grades 1 to 5 and assessed through projects in Grades 6 to 9.

	KG	Primary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- The curriculum is adequately adapted to meet the learning needs of the majority of students, although this is better in KG. Although, students with SEND are identified, few lessons cater adequately for the learning needs of all different groups.
- There are opportunities for all students to participate in a variety of activities related to their interests and talents. The student enrichment programme, after school hours, provides opportunities for most of the students to participate in extracurricular activities. Field trips link learning to real life. However, there are fewer opportunities for students to engage in enterprise activities.
- The curriculum integrates some appropriate links with Emirati culture and UAE society. The early years programme makes good links using the themes of food and clothes. The links are less strong in the primary and middle school social studies curriculum which is taught through a topic based approach.

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

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

- The child protection policy is comprehensive and very well understood by all staff and students. All students in Grades 4-9 have signed an anti-bullying contract and have full understanding of their responsibilities and actions to take should bullying occur. The school doctor is vigilant for signs of stress in any child and liaises very well with school staff to help prevent it occurring.
- The school is exceptionally clean and hygienic. The promotion of high hygiene standards are supported by the school doctor who conducts monthly inspections. Students are carefully supervised in all circumstances requiring safety considerations including on the buses, in the swimming pool and whilst using sports facilities. The school uses a 'swiping app' to monitor students' arrival and departure from the school.
- Record keeping to support health and safety is rigorous, detailed and efficient. There is a thorough and complete analysis of health and safety arrangements for child protection and safeguarding. Any concerns are rapidly followed up and effectively dealt with.

- The school has exceptional facilities for learning, which are very well maintained. These include specialist rooms for sports and arts. Classrooms are modern, spacious and well-ventilated. Students with particular mobility restrictions have easy access to all facilities.
- The school curriculum embeds healthy lifestyle choices in lesson plans, for example, KG1 children are studying food. The school cafeteria is restricted to selling nutritious foods and the school doctor presents workshops on healthy eating. Teachers monitor student lunches and snacks. Recycling is a major initiative within the school.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Staff and student relationships are good across all phases of the school. Students engage well with staff members and respect any advice given. The behaviour policy is implemented well. A range of suitable initiatives and awards are used effectively to encourage students to take responsibility for their own behaviour.
- The school uses a range of appropriate strategies to promote good attendance. This includes certificates for outstanding attendance and articles in the school's newsletter. These promotions have a positive impact on attendance. Almost all students are punctual in arriving in the mornings and students return to classes punctually after breaks and visits to specialist teaching areas.
- A range of suitable assessment procedures, usually carried out by the leader of the inclusion centre, is used to identify students with SEND. This is also the case for students who are gifted and talented. The school uses cognitive ability tests in this area. However, the lack of involvement of all teachers in the identification process prevents the processes from being even more effective.
- The support team provides focused and effective support and interventions for students with SEND, especially those who attend the SAWA inclusion centre where the impact of this support is very evident. However, the positive impact of these interventions is not consistently reflected in classrooms. The school is developing good plans to support students who are more able and for those who have gifts and talents.
- The school provides suitable guidance and support to all students. Teachers, year heads and the counsellor are available to assist where necessary. The school promotes the development of life skills through a number of initiatives. The school is now providing careers advice to meet the needs of students entering secondary school.



## Inclusion

### Provision and outcomes for students with SEND

Good

- The school admits students with a very wide range of challenges and learning difficulties. To support these students the school has established a well-provisioned inclusion centre named SAWA. This includes a dedicated senior management member and special needs educators. They provide valuable support to teachers and to the most challenged students on a withdrawal basis.
- The school uses a wide range of suitable assessment tests and strategies to help it identify students with SEND, including careful monitoring of formative and summative tests by the inclusion department. The involvement of class and subject teachers to better identify where barriers to learning occur is developing.
- The school keeps parents of students with SEND well informed. The school has adopted a very proactive approach in ensuring that there is close cooperation between the inclusion department and parents of those with the most acute needs. Parents work closely with the department to develop all aspects of the provision.
- The school strives diligently to provide appropriate modifications for all students with SEND, especially those that have very special challenges. These challenges are not only academic but also social, behavioural and emotional. However, the very effective modifications deployed in the SAWA centre are not systematically used in all classrooms.
- A wide range of assessment methods is used to evaluate the progress of students academically and also their behaviour and social development. The results indicate that students are making good progress across all areas. However, it is not clear what level of prompting is used to achieve the academic results which makes it difficult to accurately measure progress in each lesson.

## 6. Leadership and management

### The effectiveness of leadership

Good

- The vision to deliver high quality education within the requirements of the National Agenda is shared by leaders at all levels. The majority of the senior team are newly appointed but collectively they have identified the school's priorities accurately. They are committed to eliminating the inconsistencies in outcomes for students. They are involving all staff, especially middle leaders, in a structured training programme to enable them to both deliver consistency and share best practice.
- Leaders have a secure knowledge of the best practices in teaching, learning and assessment. Training and monitoring are in the early stages of being linked to the targets in the school improvement plan. This is enabling leaders at all levels to identify where they can best make their contribution to consistent improvement and remove the barriers to more effective provision within their grades and subjects.

- The newly established team has been successful in securing and building up positive morale among the staff. Plans are in place to provide clear systems of communication through leaders at every level to hold them to account for high quality learning outcomes in their grades or subjects. It is too early to measure the success of those plans.
- Teachers and middle leaders are keen to work with the new principal and the senior team in order to establish a systematic and cohesive approach to school improvement which directly impacts on learning outcomes for students. The school improvement plan covers all aspects of school provision and is being adjusted to help all members of the school community measure impact and fully participate in the improvement process.
- The rapid growth of Springdales has posed particular challenges for all levels of leadership. However, the school is successful in integrating new students and staff. Leaders ensure compliance with all statutory and regulatory requirements. Systems of teaching, learning and assessment are being strengthened to support consistent delivery of these areas.

#### School self-evaluation and improvement planning

Acceptable 

- When evaluating school performance, leaders make use of both internal and external data. However, the data analysis is not systematic enough and does not involve leaders at all levels, including governors and some subject leaders. Although there is a generally realistic view of key priorities, the evaluation of performance is not consistent enough to impact positively on student achievement.
- Senior leaders, including those recently appointed, are fully involved in the monitoring of teaching and learning. It is now consistently evaluative. However, monitoring is not yet embedded enough to have secured a consistent impact on raising students' achievements. Plans are in place to link the outcomes of monitoring to professional development opportunities for teachers and to share best practice across the school.
- School improvement plans are comprehensive in terms of covering all aspects of school provision, including a commitment to the UAE National Agenda. However, the evaluation on which plans are based is not fully accurate in targeting where improvements are required. The success criteria in the improvement plan are not specific nor sufficiently rooted in the outcomes of data analysis to support the school in the measurement of impact on student performance.
- Since the school was inspected for the first time in 2015, it has managed much transformation, including the integration of a large number of changes and movement in senior management. Although some of the inconsistencies, particularly in teaching and learning, identified in the previous report are still evident, systems have been established to ensure they are addressed, although this is in its early days.

## Partnerships with parents and the community

Good

- Parents are keen to be involved with their children's learning. Opportunities are provided for them to offer support, through the implementation of home-school diaries and clear curriculum information on the website. As a result of this support, a strong sense of partnership is evident. Full involvement in shaping the school's priorities to improve learning outcomes is not as clear, thereby restricting parents' contribution to raising standards.
- Clear communication systems, including the communicator, enable parents to gain understanding of how well their children are doing. Monthly parent information mornings provide information about different aspects of the curriculum. Parents of students identified with SEND are also well informed. However, not all parents possessed the detailed information required to enable them to become empowered as equal partners in their children's learning.
- Records of student performance are made available online to parents, which is much appreciated. The use of home-school diaries is well embedded. The termly PTMs (Parent Teacher Meetings) are well attended. Parents have identified that they require further support in interpreting assessment information. This would enable them to identify where their children are in their learning when measured against curriculum and international standards.
- The FOSS group (Friends of Springfield School) is particularly influential in enabling the school to make regular social contributions. Sporting activities which take place at the weekend have been successful in building the parental network. As a result, students have become involved with community projects, impacting positively on their personal development and achievements.

## Governance

Acceptable ↓

- Representation is established on the governing board and school management committee from different parts of the school community, including the founding members of Springdales in India. However, detailed information about the impact of provision is not consistently evident. Views from different stakeholders are diligently sought but not sufficiently analysed to enable governors to provide the clear and uniform strategic direction required.
- The information that is regularly received by governors does not always include assessment information about student performance. This prevents them from holding school leaders sufficiently to account for the progress made by different groups of students.
- The commitment of the school management committee and governing board is clear. Impressive resources have been provided for students and staff. As a result, all statutory requirements are met. However, the influence exerted is not sufficiently targeted to enable the school to systematically identify and address the inconsistencies in student outcomes.

**Management, staffing, facilities and resources**




Very good

- Information is displayed effectively and appropriately and this aids the smooth running of the school. The timetable is managed well and supervision is efficient. These factors all contribute to producing a learning environment which is well-ordered. There are job descriptions for all staff. Systems exist which allow day-to-day routines to proceed efficiently.
- All teaching staff are qualified to teach, including those with responsibility for SEND. Teachers are deployed efficiently and appropriately. There is a thorough induction process for newly appointed staff. Professional development takes place on a regular basis. Plans are in place to measure the impact of this systematically. This is both directed by senior leaders as well as initiated by teachers.
- The premises are modern, light and amply proportioned, with appropriate specialist areas, including a dance suite, music rooms, laboratories, library and ICT suites. The sports hall is a good indoor alternative in warmer weather when it becomes too hot for the use of the equally good outside facilities to be practicable.
- The laboratories are well equipped; as a consequence, practical skills can be developed to a good level. There are sufficient ICT resources to support independent research by students. The library is well stocked, with some 10,000 titles, placing the school in a good position to promote literacy strongly.

## The views of parents, teachers and senior students

### 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <b>Parents*</b>	2016-2017	681
	2015-2016	267
 <b>Teachers</b>	105	
 <b>Students*</b>		

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

\* As the school does not currently have a Grade 10, the views of students were gained during the inspection and not through surveys.

Nearly all parents who responded to the survey:

- feel satisfied with the quality of education and agree that their children are happy and safe at school
- think that their children's academic reports and parents' meetings with teachers keep them informed about how their children are performing
- feel that their children are developing a good awareness of the UAE and other cultures
- say that their children are safe on school transport, and that the school provides their children with opportunities to develop their community and environmental awareness
- report that a family member reads aloud with their children on a regular basis.

A minority do not feel that:

- SEND have been accurately identified or that the school welcomes and cares for students with SEND. Neither do they feel that their children are well supported in their learning
- the school deals well with bullying, or that the school offers good careers and academic guidance, or that the school helps prepare their children to browse the internet and use social media safely
- their children have gained a good understanding of the importance of Islamic values in Dubai or that the school promotes their children's literacy and the love of reading in Arabic.

Teachers have a positive view of the school in all respects.

## 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](mailto:inspection@khda.gov.ae)