



National Agenda



Early Years



Special Educational Needs



Innovation

Inspection Report 2015-2016

Springdales School Dubai

Curriculum: CBSE

Overall rating: Good

Read more about the school



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"Don't look behind to see who is following you, but look forward to be ahead"



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Quoz
Type of school	Private
Opening year of school	2013
Website	www.springdalesdubai.com
Telephone	043381311
Address	Al Quoz
Principal	Darren Gale
Language of instruction	English
Inspection dates	14 to 17 December 2015

Students



Gender of students	Boys and girls
Age range	4-14
Grades or year groups	Kindergarten 1 to Grade 8
Number of students on roll	1,194
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	30
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	117
Largest nationality group of teachers	Indian
Number of teaching assistants	27
Teacher-student ratio	1:09
Number of guidance counsellors	1
Teacher turnover	24%

Curriculum



Educational permit / Licence	Indian
Main curriculum	CBSE / English Foundation Stage
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	IBT



Summary for parents and the community

Springdales School Dubai was inspected by DSIB from 14 to 17 December 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Springdales School** provided a **good** quality of education for its students.

- Attainment and progress in the kindergarten and middle phase of the school and in English were good. They were acceptable in mathematics and science in the primary phase. Attainment in Arabic as an additional language was weak.
- Students were respectful and courteous. They were enthusiastic, keen to learn and enjoyed coming to school.
- The majority of teachers demonstrated secure subject knowledge. Their interactions with students were supportive and included a range of questioning and assessment strategies.
- Students' health, safety and welfare were given high priority and were outstanding across all phases.
- The school's leadership were committed to improving students' outcomes. The sense of teamwork in the school was very strong. As a result, the quality of teaching and students' outcomes had improved quickly.
- Systematic and rigorous school self-evaluation processes were becoming embedded in the school. Staff felt valued and commented that they had a say in setting the school's direction. They appreciated the numerous opportunities for training and professional development and were clear on what was required of them and the lines of accountability.



What did the school do well?

- School leaders' vision and drive for improvement and their increasing capacity to continue to improve
- The high level of challenge in the learning opportunities provided for students in kindergarten and middle phases
- Students' attitude to learning, their keenness to improve and enthusiasm and enjoyment of school
- The health and safety arrangements throughout the school
- Resources, particularly learning technology and the positive impact this has had on students' learning.



What does the school need to do next?

- Improve the quality of teaching and learning, particularly in the lower primary phase by:
 - ensuring all teachers set challenging tasks which meet the needs of all students
 - establishing more opportunities for students to develop their enterprise, critical thinking and problem solving skills
 - sharing the best practice in the school
 - aligning assessment and teaching in Arabic to a standards-based curriculum that similarly promotes the four language skills for all students.



How well did the school provide for students with special educational needs and disabilities?

- The provision for students with special educational needs and disabilities (SEND) was good. As a result the progress that almost all students made was good.
- The school reported to parents regularly on the additional provision for their children within classrooms.
- Parents were pleased with the very open, regular communications established between them and school. They felt confident to contact the school at any time.
- Parents felt fully involved in the school, for example through the regular contact with senior staff and regular information on how their children were progressing.
- The school included students with SEND in all clubs and a wide range of activities within the school. Good support and guidance was offered to students and their parents. This included external agencies providing expert advice on how best to support students in a range of areas.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter.
- No attainment data from the National Agenda Parameter was available at this stage to make a judgement on its progress towards meeting the National Agenda targets.
- The school has promoted the National Agenda well within its borders. Heads, staff, teachers and students are well versed with its requirements.
- As a new school, the school participated in TIMSS 2015 for the first time. Alignment between the school's curriculum and the TIMSS and PISA frameworks is work in progress.
- The school had high order thinking embedded into its curriculum. This was more evident in the delivery of lessons in the kindergarten and middle phases. There was dedicated mathematics laboratory time when students learnt how to apply different strategies to solve problems or an application in familiar and non-familiar situations. The use of questioning and dialogue was also more evident in the middle phase than in the primary.
- Students were very fluent in using the rich information technology resources to research and extract information. Additionally, a variety of software were used to enhance the motivation and the learning experience of the students in and out of the classroom.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.









Promoting a culture of innovation:

- School leaders understood the importance of the national innovation agenda to drive change through teaching and learning. The school had implemented new initiatives with a focus on creativity. It was building its capacity to promote innovation skills. Professional learning opportunities were ongoing, especially promoting training in information and communication technology (ICT). School leaders planned for the future use of a vacant school building to cultivate students' learning through innovation. The learning environment provided a range of learning tools to support the school's capacity in initial innovation development. The school's curriculum design had integrated international best practice to blend with their prescribed Indian curriculum. Thematic units with cross-curricular links had been added to enrich the curriculum with enterprise opportunities aligned to real world applications.

Overall school performance

Good

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	Good	Good
	Progress	Good	Good	Good
Mathematics 	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good
Science 	Attainment	Good	Acceptable	Good
	Progress	Good	Acceptable	Good

	KG	Primary	Middle
Learning skills	Good	Acceptable	Good

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

	KG	Primary	Middle
Personal development	Good	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	Good
Assessment	Good	Good	Good

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

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

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

- In English, the majority, rather than most, of the children demonstrated literacy skills that were above expected curriculum standards. They made good progress because teaching was well focused and learning was fun. They were able to communicate their ideas clearly using full sentences and a wide range of vocabulary. They listened attentively, answered questions and followed instructions with enthusiasm. Older children were able to write sentences using correct spelling and well-formed letters. They read story books and could talk about the story and characters with enjoyment.
- Similarly in mathematics, attainment was good because the majority of the children made better than expected progress leading them to levels that were above curriculum standards. Children enjoyed exploring numbers. Integrated lessons often allowed them to use their number skills to solve simple written problems. Problems often had links to themed project work that allowed children to explore elements of mathematics in the real world, for example when comparing simple three dimensional shapes to real buildings in Dubai, Abu Dhabi and Sharjah. Consequently, most made good progress in lessons.
- In science, as in English and mathematics, attainment and progress were good. Children's understanding of the world and healthy living was very secure. They were given time to deepen their understanding of concepts through play as well as encouragement to contribute to whole class discussion. Children were gaining a range of skills in using simple scientific investigation techniques beginning with making predictions and thinking how they could test their ideas.

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	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students were capable of explaining Islamic principles and the values of Islam. They could accurately memorise and recite short Surahs from the Holy Qur'an, such as Surat Al-Doha. The majority were reaching standards that were generally in line with the curriculum standards prescribed by the Ministry of Education. In the absence of international benchmark measures, attainment and progress, were judged to be acceptable because of the explicit achievements of the students. Girls performed better than boys and the upper primary classes were better than the lower ones.
- In the absence of national and international benchmark measures in Arabic as an additional language, most students' speaking, listening and reading skills were judged to be weak when compared to general expectations. Reading skills in particular were underdeveloped. For example, students could not identify and read familiar words with confidence. Students made acceptable progress in their writing of Arabic script and spelling. There was little variation in the progress made by different groups of students. Overall progress was not better than acceptable across the different groups, including those groups of students with SEND.
- In English attainment levels were good when measured against national and international tests. This was due to good progress being made. The majority of students spoke confidently, could discuss a range of topics and their skills of listening to other students' opinions and reading was progressing well. Most students were developing their reading skills through targeted development through a structured reading and formal guided reading programmes. Writing skills were developing strongly where students were given clear guidance but opportunities for extended writing which would improve achievement were missed.
- In mathematics, most students in Grade 5 attained at levels that were in line with the international average in the ASSET. In lesson observations and work samples most students demonstrated an understanding of number concepts and mental arithmetic. In the lower primary, students used non-standard units to measure objects. They also exhibited basic data handling skills using simplistic pictographs. Students in the upper primary were able to visualise, draw and describe polygons. Teachers used a variety of activities and strategies that allowed students to make adequate progress during lessons. Progress was similarly acceptable for different groups of students, including those with SEND.
- In science, students' overall attainment and progress were in line with curriculum expectations. Recently administered external benchmark tests indicated attainment was in line with the Dubai average. Students understanding of scientific concepts in lessons was generally weaker in the lower primary but improved by the end of the phase. In Grade 5 students knew that particles vibrate when sound passes through a medium. Students' scientific thinking, enquiry and investigative skills were generally underdeveloped. The rate of progress of different groups of students, including for those with SEND, was similarly acceptable.

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	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, students' attainment and progress were both judged to be good because the general achievements of the students were better than expected when judged against curriculum and national standards. Students demonstrated secure knowledge of Islam, such as the pillars of Islam, Seerah (the prophet's life), and Hadeeth. They understood the meaning, significance and place of Hajj and could confidently explain when and how Hajj should be performed. Attainment and progress was similar for different groups of students.
- In Arabic as an additional language, and in the absence of external benchmarks as in the primary phase, the majority of students performed below expectations. They were not confident speakers and did not use their existing knowledge of vocabulary words in meaningful contexts. Students' writing and reading comprehension skills were limited, particularly when reading unfamiliar text. In better lessons, students were beginning to make a little progress in relation to learning objectives, especially in developing their speaking skills.
- In English, the majority of students were working at levels that were above curriculum expectations. Checks against national and curriculum tests indicated good attainment and progress. Students spoke confidently and were able to express their opinion using a wide range of vocabulary. They listened carefully to different viewpoints in order to build on each other's contributions. In reading, students were able to analyse the purpose, the language, theme and other elements in a text to develop and deepen comprehension. The spelling, punctuation, and grammar of most students' writing were accurate. However, progress in writing was still developing because students were not provided with enough opportunities to write at length for different purposes. This was the situation for different groups of students.
- As in English, standards in mathematics when judged against national and international levels were good. The majority of students demonstrated a strong understanding of 'real-life' mathematical application, but not enough students had such a grasp. Students were able to discuss different strategies to solve mathematical problems. Their ability to research and use ICT and other tools effectively helped them make good progress in lessons. The progress made by different groups of students was similar including those with SEND.
- In science, as in Islamic education, English and mathematics, the attainment of the majority of students was above curriculum expectations. Consequently the school was beginning to set a positive trend in attainment. Progress against CBSE curriculum standards was similarly good. External benchmark tests indicated attainment was marginally above Dubai averages due essentially to good progress. In lessons, students understanding of scientific concepts was generally very good, for example Grade 8 students were able to calculate the calorific value of a fuel. Their scientific thinking, enquiry and investigative skills were developing. Students with SEND made similar progress to their peers.

	KG	Primary	Middle
Learning skills	Good	Acceptable	Good

- Students at Springdales were eager participants in learning and focused on given tasks whether they were working independently or in groups. Children in kindergarten were keen and enthusiastic learners and students in the middle phase were often the dynamic energy in the success of their own learning. Students in all phases were developing their capacity to reflect on and assess real gains in their own learning.
- Generally, students collaborated productively and appreciated each other's contributions. They built on each other's strengths and took pride in presenting their work. However, in a number of lessons in lower primary, students were not able to collaborate successfully and were easily distracted from achieving the task at hand.
- Through well planned lessons and an integrated curricular approach, children in the kindergarten readily linked their experiences to the world around them and connected their learning through the flow of themes. Students in primary and middle phases made meaningful connections between different areas of their learning and to the real world in some subjects, but this feature was not embedded across all grade levels and subject areas.
- In every phase, students were adept at using the various available technology to support and often extend their learning. Across the subjects however, students' enquiry, critical thinking and investigative skills were a developing feature of learning.

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

	KG	Primary	Middle
Personal development	Good	Good	Very good

- Students' responsible attitudes started in the kindergarten, where children worked and played alongside each other harmoniously. This continued throughout the school. Students actively and happily expressed their ideas and responded to feedback provided by their peers and teachers.
- Students, across the school were polite, well-behaved and conscientious. As the students advanced through the phases, they demonstrated self-discipline and took on increasing responsibility.
- Students had respectful relationship with teachers, students and visitors. They readily supported and helped each other in class or at break times. Teachers ensured students understood the importance of being responsible and high academic achievements.
- Students were aware of the importance of healthy food and exercise. Moreover, they participated in different sports activities and understood the value of eating fresh produce and the benefits of regular exercise.
- School data indicated that attendance was good across the phases. Students were punctual to classes and were always ready to start work when lessons began.

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

- Across all phases, students showed an appreciation of Islamic values in the UAE. They had a clear understanding of how these values influenced life in Dubai. For instance, students were able to explain the rationale behind the Five Pillars of Islam. They explained the values of Ramadan and Zakat (charity).
- Students were knowledgeable about the UAE culture. They could confidently discuss festivals, landmarks and the history of the UAE. They participated in different activities related to the UAE national day and further embedded their understanding through visits, such as to the heritage village.
- Students' knowledge and appreciation of their own culture was secure. They were able to discuss different aspects such as clothing, religion and food. Furthermore, they were able to compare these aspects to the UAE and other world cultures.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students were responsible members of the school and community. They visited old people's home and initiated such events as, 'Read, Care, and Share' - to collect books for the school library. Students knew that their ideas, opinions and student voice were an important part of school development. They talked enthusiastically about the 'Concerns', 'Suggestions' and 'Positive' boxes, which they used to communicate their ideas.
- Students developed positive work ethic. This was obvious in the excellent work displayed on boards all around the school. They demonstrated resilience in completing tasks in lessons and took the initiative and made decisions when required. For example, they initiated and organised different events at the school such as 'Taste of India' and 'Bake Sale'.
- Students had a clear understanding of environmental issues locally and globally. They were aware of the importance of recycling and their part in making sure their school was clean and environmentally sound. They participated in 'Earth Day Celebration' and were responsible of recycling at the school.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Good

- Teachers were knowledgeable and enthusiastic about the subject that they taught and this encouraged the students to engage with their learning. For example, in a Grade 6 mathematics lesson on ratios, group work was carefully planned with an appropriate level of challenge. The teacher's strong subject knowledge, high expectations and cross-curricular links, resulted in students understanding ratios through real life examples.
- Where teachers planned carefully for the progress of all students, the learning was good. Teachers shared the learning intentions that they had planned and set challenging work which was at the right level of difficulty for each student. Teachers and students shared expectations about what they could achieve and students worked in groups well. Generally, ICT was used well.
- Questioning was used effectively to develop students' thinking and learning, and to promote discussion. In the best lessons, there was a good balance of the teacher explaining the task and students working together. Consequently, the majority of students had a clear understanding of their work and this helped to improve their knowledge.
- Teachers interacted well with their students, particularly in the kindergarten and middle phases. However, in some lessons, particularly in the lower primary, planning was less effective because teachers did not make good use of the assessment information that they had on their students. As a result, students were not supported or challenged and their progress in these lessons was limited.
- Teachers of Arabic were resourceful in creating learning materials and using technology to support teaching. Teachers planned their lessons in terms of content, but objectives and activities did not ensure consistent progression in the learning all language skills. Although, different ability groups were referred to in lessons plans, teaching strategies aimed at the class as a whole were not routinely successful in meeting the needs of all ability groups, especially in extending the learning of the most able.

	KG	Primary	Middle
Assessment	Good	Good	Good

- Assessment systems were consistent across the school. In the kindergarten, assessment information provided accurate and reliable measures of academic, personal and social development. Assessments were closely linked to the curriculum standards and included students self-assessing as well as peer assessments. Teacher assessment were in different modes such as project work, class tests, and home assignments for assessing learning. Summative tests were constructed to measure the skills acquired by students.
- Results of tests were compared with external benchmarks such as the ASSET tests. In Islamic education, assessment was against curriculum standards. In Arabic as an additional language, there was no system available for comparing outcomes to international or national outcomes. Assessments were internally moderated.

- Senior and subject leaders analysed and tracked the progress of individual students and groups. For example, the data from summative assessment gave leaders an indication of performance dip in the middle phase in mathematics. As a result, booster classes were arranged for a group of boys to ensure clarity of mathematical concepts.
- Assessment data provided the necessary direction for improving provision. Leaders used the information gained to set targets in English, mathematics, science. In addition, the detailed analysis was used to evaluate the effectiveness of teaching and the curriculum and to hold teachers to account for their work.
- Teachers were aware of the students' strengths and weaknesses which helped them in setting minimum and aspirational targets. However, assessment information was not used well enough in marking. Feedback was generic and cursory, often not indicating the improvements needed.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum had a clear rationale and met the needs of students well. There was a good blend of academics and extracurricular activities. The thematic curriculum plan had an international perspective with well laid schemes of work ensuring the development of students' knowledge and skills. As a result, the curriculum promoted enjoyment for almost all students. In the kindergarten, the introduction of the English early years curriculum across Foundation Stage provided a rich learning experience for children and developed their personal and academic independence.
- The school had developed curriculum maps to ensure progression and continuity between phases. These were checked for accuracy to ensure that they built upon students' previous knowledge and skills; skill progression was well planned in all key subjects and in art, music and physical education. Music and swimming were taught by specialist staff to ensure a consistent learning experience for all students.
- Students were provided with additional curricular choices. They could for example, select between different sports, music, and Spanish to pursue their interests. In kindergarten, extra-curricular activities were planned on an annual cycle to include appropriate recognition of national and international events, important calendar days and visits to mosque, university or park.
- Regular meetings between departments ensured themes were sufficiently merged and built upon previous learning and also on aspects of the CBSE exit examination model. In kindergarten, meaningful curriculum links flowed from children's interests, for example work on foods led to the creation of a grocery store in kindergarten and consideration of what fruits were needed for a healthy fruit salad.
- The curriculum was reviewed and developed to reflect the school's tagline- '*Quintessentially Indian, Innovatively International*'. Precedence was given to CBSE guidelines and pedagogy was adopted from best practice, aiming at providing greater opportunities for raised achievement. Parents' views were valued and coffee mornings were planned for parents to share curricular issues on a platform named 'What you said and what we did'.
- Concepts of UAE social studies were included across all grades. Some Ministry of Education social studies books were in use with topics integrated into the CBSE social studies curriculum. Staff skillfully chose relevant and meaningful concepts that had direct links with the school's adopted curriculum. Cross-curricular links were made through field trips, students' projects, research and writing assignments, which comprised aspects of the UAE society.

	KG	Primary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- The curriculum met the needs of most groups of students. Where enrichment and differentiated tasks were not well developed the curriculum did not provide sufficient support or challenge for the most and least able students. This aspect was still developing.
- Enriching activities, out-of-school competitions, clubs, field trips and educational tours abroad enabled students to discover talents and hone their skills. 'Help the Helper', 'mathelicious' and 'reduce and reuse' projects were opportunities to extend students' aspirations through enterprise. However, opportunities for improving skills that developed quality citizenship were limited. Opportunities for investigation and critical thinking were also not consistently available, particularly for older students.
- In the kindergarten, a gallery of displays, field visits to mosques and majlis were used to develop children's understanding of UAE culture and society. The school provided one lesson of Arabic a week for children in upper kindergarten.

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

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

- School leaders had put in place rigorous procedures for safeguarding children and students from different forms of abuse and bullying. A clearly-written policy was in place, and thorough training ensured that all staff were clear about procedures. Teachers and specialist staff initiated and led programmes to help students keep themselves safe from the potential dangers including those from the internet and social media.
- There were very effective procedures in place to ensure that students were kept safe. The use of state-of-the-art technology and adoption of rigorous supervision procedures helped ensure that students were well-monitored and supervised both at school and on school transportation. Hazards were efficiently identified and rectified. Senior staff and teachers conducted risk analyses when planning for students to engage in educational visits.
- The school kept comprehensive records of health and safety procedures carried out in the school. Emergency evacuations were held regularly, and the process was reviewed to help ensure it was more efficient the following time round. Medical staff provided very good care for students and children and ensured that detailed records were kept.
- The school premises were very well suited to the educational needs of all students, including those with SEND and young children. A very good range of facilities, equipment and resources helped ensure that students participated in a wide range of educational experiences.

- The promotion of healthy living was high on the school's agenda and was systematically built into various aspects of school life. Meals and snacks provided offered students healthy and balanced choices. Teachers, the school counsellor and medical staff provided very good advice to students and their parents on food and lifestyle choices. A regular programme of physical education and sport helped student develop active habits.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Throughout the school relationships between the staff and students were strong. Staff managed behaviour consistently well, to which students responded reciprocally.
- Procedures for promoting and monitoring very good attendance at the start of the day was very effective with students in almost all cases being punctual to lessons.
- The school has developed good systems for the identification of students with special educational needs and disabilities and senior staff ensured that the identification procedures were constantly monitored.
- The support for students with SEND was good, well organised and monitored to ensure that students made good progress.
- The well-being of all students was closely and effectively monitored and senior staff organised activities to provide guidance to both students and their parents, especially the older students.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good

- The counsellor and special educational needs and disabilities coordinator (SENCO) had implemented a programme of training for staff. This was helping to raise the awareness and abilities of staff to identify students with SEND. Leaders had implemented a systematic approach to monitoring and improving provision and was in the early stages of reviewing how effective this was, in particular that of the 'shadow' teachers.
- Procedures for identifying students with SEND were good. This was because students were identified, in many cases, early in their school careers. Some students had complex needs. Staff were skilled in planning specific programmes to address these.
- Parents were very positive about the school and its procedures to support their children. Communications between staff and parent were well established, including e-mail and telephone contact. Consequently, parents felt consulted and involved in the education of their children. For example, they had been consulted on the individual education plans and understood how their child was being supported.
- Many examples were observed by inspectors of students' individual needs being addressed through modifications to the curriculum. These included specific tasks at the appropriate level, and receiving support to work with additional resources.

- The counsellor and SENCO regularly visited classrooms to monitor the progress of students and review provision. Individual education plans had, in most cases, specific actions, but the evaluation of the plan was less developed. For almost all students the resultant work ensured that students irrespective of ability made good progress.

6. Leadership and management

The effectiveness of leadership

Good

- The strong leadership of the principal had been the driving force in meeting the changing needs of this new school. He had managed the pace of change very effectively and had created a welcoming and harmonious community. Parents, staff and students understand their roles and responsibility in realising the school's vision.
- The principal was strongly supported by an increasingly knowledgeable leadership team. Teamwork in the school was very strong. As a result, the quality of teaching and student outcomes had improved noticeably.
- Staff felt valued. They observed they were listened to and they had a say in the school's direction. They fully appreciated the opportunities for training and professional development. Relationships and communications in the school were professional and productive. Staff were clear on what was required of them and lines of accountability were secure.
- Almost all senior and middle leaders played an important role in driving improvements in their areas. The management of the early years, for example, was of high quality. This ensured kindergarten children were given a good start to their education.
- Leaders had a clear understanding of the school's strengths and weaknesses and used this information well to plan for improvement. The correct priorities had been identified demonstrating the school's strong and improving capacity to continue to improve. The leadership of the school had ensured the school was compliant with all regulatory requirements.

School self-evaluation and improvement planning

Good

- Procedures for school self-evaluation were embedded in the school. As a result, leaders knew the strengths and areas for development well. However, a few achievement judgments were too optimistic in relation to the inspection framework.
- Senior leaders regularly observed teaching, reviewed the quality of work in students' books and looked at the progress students were making. Staff were given opportunities for appropriate professional development. Performance management procedures were rigorous. Identified staff had access to development and feedback to enhance their performance.
- The school improvement plan promoted the school's rapid improvement. It had appropriate priorities and was underpinned by the analysis of assessment information and monitoring of the school's work. The plan included clear and specific timetable of actions to tackle the areas for development.

- School leaders had identified the shortcomings in Arabic as an additional language and were developing strategies to address some of these, including the challenge of finding external sources to moderate assessment levels.

Partnerships with parents and the community

Good

- Parents were very supportive of the school, particularly as they considered that their children were happy and enjoyed learning. They felt staff were approachable and quickly resolved any issues. The 'Friends of Springdale School', was a valuable channel for gathering views and suggestions. Parents felt they were consulted and active participants in the school's decision-making processes.
- The vast majority of parents believed communication was strong and effective because there were well developed and embedded systems in place. They cited the school's website, information in newsletters and regular updates about learning in class as keeping them well informed.
- Communication to parents on the progress their children were making was regular and informative and detailed. Parents appreciated the sharing of test results because it helped them to understand those aspects where most support for their children was needed at home.
- The school had developed a range of links with other schools and the local business. These were used effectively to widen students' experiences and helped them to put learning into real life contexts.

Governance




Good

- The governing board's knowledge, skills and expertise of the school was broad-based and detailed. This was clearly of benefit for the various constituents across the school community.
- The governing board had secured a range of changes in senior leadership, which has led to significant improvements in the provision and quality of education offered at the school.
- The school received effective and continuing support from the board, including that from senior board members who regularly visited and validate the work of the school.
- Members of the governing board had a range of skills that offered support and challenge to school leaders. Governors shared their high aspirations successfully with staff, students and parents. As a result, the school community had worked together in improving key aspects of the school. The boards had ensured statutory requirements were met, including arrangements for making sure the school was a safe place for all students.

Management, staffing, facilities and resources	Very good
<ul style="list-style-type: none"> • School operations ran efficiently and smoothly. Timetabling and supervision rosters were efficiently planned and helped ensure that students' learning experiences were positive. Information boards and displays were informative and kept fully up to date. • Members of the teaching staff were qualified, and almost all, including specialists supporting students with SEND, had relevant subject expertise appropriate to their deployment. Almost all staff benefited from regular professional development that was closely matched to the school's priorities. • The premises and facilities were well suited to the educational needs of all students and of quality. Most learning areas were spacious, modern and accessible for all. An attractive library and ample ICT resources helped support students' independent learning. The school was making best use of current external spaces. Extensive sporting facilities for primary and middle school students were in the final stages of development. • A wide range of good quality, modern resources helped ensure that all children and students were enabled to progress well in their learning. Investment had ensured that ample resources were available to support the provision of a broad and balanced curriculum and to ensure that students develop very good skills in the use and application of learning technologies. 	

The views of the parents, teachers and 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	
Parents* 	2015-2016	161
	2014-2015	0
Teachers 	38	
Students 	0	

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

- The small percentage of parents and teachers, who responded to the survey, expressed high levels of satisfaction with the various areas of school performance.
- Almost all parents who responded expressed their satisfaction with the quality of education at the school.
- A few parents expressed their concern about the quality of their children's progress in Arabic.
- Almost all teachers believed that the school dealt well with bullying.
- Only a few parents expressed some concern about bullying in the school.
- All teachers who responded believed that students enjoyed the school and developed good social skills and worked well with others.

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