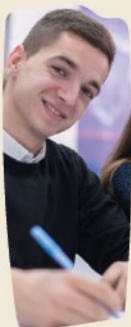




SPRINGDALES SCHOOL L.L.C INDIAN CURRICULUM

GOOD



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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Quoz
	Opening year of school	2011
	Website	www.springdalesdubai.com
	Telephone	+97143381311
	Principal	Brian Leslie Gray
	Principal - date appointed	01/06/2022
	Language of instruction	English
	Inspection dates	09 to 13 October 2023



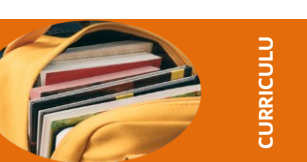
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1356
	Number of Emirati students	0
	Number of students of determination	115
	Largest nationality group of students	Indian



TEACHERS

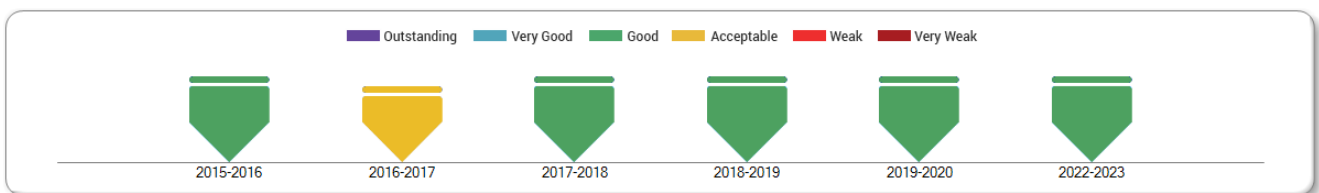
	Number of teachers	134
	Largest nationality group of teachers	Indian
	Number of teaching assistants	22
	Number of guidance counsellors	1



CURRICULUM

	Curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for SPRINGDALES SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment and progress are very good in Kindergarten (KG) and the primary phase for English, mathematics and science. Attainment and progress are less secure in the middle phase. Progress is very good in English, mathematics and science in the secondary phase. It is beginning to improve in Islamic Education and Arabic, but is still uneven. Students' learning skills are now very good throughout the school.
- Students demonstrate positive and responsible attitudes. They are self-disciplined and highly motivated. Interactions are respectful and supportive. Students have a clear understanding of Islamic values, an awareness of Emirati culture and a good knowledge of their own and other cultures. They are responsible members of the school and local community. They care for the school and its environment.

Provision For learners

- Teachers demonstrate secure subject knowledge and use a range of teaching methods to engage students. They know their students well. Relationships are strong. However, some teachers overplan lessons and give insufficient attention to subject-specific skills. Assessment is coherent, consistent and used effectively. Assessment in the middle phase is not used sufficiently well to inform teaching or to modify planning.
- The curriculum has a clear rationale and is closely aligned with the Curriculum Board for Secondary Education (CBSE) and UAE priorities. Cross-curricular links are well integrated into lesson and curriculum planning. Links with Emirati culture and UAE society are promoted effectively. The curriculum is generally modified well to meet the needs of all students. However, challenge for high-achieving students is variable.
- The school has excellent procedures for the safeguarding of students. Premises and facilities provide a safe and secure environment that is very well suited to the promotion of learning. Relationships are mutually respectful and supportive. The school has efficient systems for identifying students with individual needs. The wellbeing and personal development of students are high priorities.

Leadership and management

- The principal and senior leaders, supported by the governing board, work effectively and efficiently to develop students to be lifelong learners. They have a clear understanding of the strengths of the school. Improvement planning is not fully focused on priorities or on how they will be measured. Parents are strong supporters of the school. Facilities and resources are exceptional. Members of staff are very well deployed.

HIGHLIGHTS OF THE SCHOOL:

- The attainment and progress of students in KG and in Primary, as well as students’ progress in English, mathematics and science in Secondary.
- Students’ outstanding attitudes, behaviour and relationships, their strong understanding of Islamic values and Emirati culture, and their positive work ethic and community involvement.
- The health, care, support and safety provided by the school to promote students’ welfare, wellbeing and academic success.
- The partnerships with parents and strong links with the community, as well as the outstanding facilities and resources to support learning.
- The inclusion centre with its dedicated team of qualified specialist educators who bring out the best in students of determination.

KEY RECOMMENDATIONS:

- Improve attainment in Arabic by assessing students’ abilities accurately and by improving teaching and learning.
- Raise the quality of teaching and assessment, especially in the middle phase.
- Strengthen self-evaluation and improvement planning.











OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 English	Attainment	Very good	Very good	Good	Good
	Progress	Very good	Very good	Good	Very good ↑
 Mathematics	Attainment	Very good	Very good	Good	Good
	Progress	Very good	Very good	Good ↓	Very good
 Science	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good ↓	Very good

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



02 Students' personal and social development and their innovation skills

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

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school - a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- With an average score of 610, the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) 2021, and performed well above the international benchmark. In English, mathematics and science, students sustained their outstanding judgement in benchmark assessments over two years. Attainment in some middle phase groups is not as consistent as elsewhere. There are no Emirati students in the school.

C. Leadership: International and Emirati Achievement	Very good
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- Leaders clearly understand how subject content and skills align to proficiency levels and to international benchmark levels. They attempt to address the gaps identified in the benchmark assessment reports. These gaps include reading literacy, which has been a particular focus for the school. The National Agenda action plan highlights the next steps to support international assessments and to improve reading literacy across the school.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable

- The most recent reading literacy skills profile reveals that the majority of students' scores are at, or above, age-related expectations. Most teachers make effective use of assessment information from benchmark reports and plan purposeful interventions. Teachers' understanding of students' needs in reading has developed strongly since the introduction of a standardised reading scheme. Teachers accurately identify gaps in students' reading skills. In addition, students who struggle with reading receive differentiated support. They make strong progress as a result.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that all teachers make effective use of assessment information to inform planning and to modify the curriculum to support the national agenda parameter.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Wellbeing is a priority that underpins the ethos, climate and culture of the school. Leaders and teachers model good wellbeing practice. Policies are comprehensive and effectively applied. A team of skilled and experienced teachers directs the wellbeing agenda and supports students and adults who are experiencing wellbeing issues. Information on wellbeing is gathered through surveys and through feedback from teachers and teaching assistants. Wellbeing is carefully monitored in classes.
- Students are active in setting the wellbeing agenda in the school. They play a role in the monitoring and identification of wellbeing concerns through wellbeing champions and through the student council. They organise, produce and present themed assemblies, clubs and events leading to specific and measurable improvements in wellbeing outcomes. Members of staff and parents feel valued. Wellbeing initiatives raise morale across the school and beyond.
- Curricular and extra-curricular programmes generally support students' wellbeing needs. However, options for students of determination are limited in the secondary phase. Students display a high level of diligence which enables them to be vigilant in their online activities. Students and their parents feel that they belong. They look on the school as an extension of their own family.

For Development:

- Increase the range of subject choices and vocational pathways for students of determination in the secondary phase.

UAE social studies and Moral Education

- UAE social studies is taught from Grade 1 to Grade 9 as a separate subject by specialist social science teachers for two lessons of 45 minutes each week. It is introduced in KG for two sessions of 20 minutes per week. Moral education is taught from Grade 1 to Grade 12 as a separate subject for three lessons of 45 minutes each week. Both subjects are linked with other curriculum areas and actively supported through assemblies.
- Teaching is of high quality. Relationships are strong. Lesson planning is detailed and resources suitable for effective learning. Teachers' questions develop students' critical thinking skills. Students have opportunities to research and enquire. Strong links and references are made to the heritage and culture of the UAE. Students are assessed in lessons and at the end of each half-term. Parents are informed of progress through regular reporting.

Arabic in Early Years

- Arabic is taught for one lesson of 40 minutes each week in KG2. The curriculum is planned by simplifying lessons from Grade 1. It is based on topics rather than outcomes. Children are exposed to some phonics by learning sounds with short vowels. They develop a basic vocabulary, including numbers, colours, days of the week and fruits and vegetables. Teachers use questions to assess children's progress in class, alongside observations during independent work. Progress is recorded on a monthly basis.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data are very strong in Primary and Middle. Assessment results in Secondary are in line with levels of performance in lessons.
- Students in Primary, particularly in the upper grades, make very good progress because of the high levels of challenge and engagement.
- Students in Primary and Middle have very well-developed analytical skills of the Holy Qur'an and Hadith. They show improvement in knowledge of the Seerah and of Islamic values. However, their knowledge of the rules of recitation and application of the rules of Tajweed are underdeveloped.
- Students' ability to work collaboratively and independently is expanding their learning. The introduction of the Holy Qur'an passport and the focus on students' note-taking skills are improving progress, especially in Primary. Students' ability to provide contextual evidence to support their views is less developed in Middle and Secondary.

For Development:

- Improve students' knowledge of the rules of recitation and application of the rules of Tajweed.
- Require students to provide contextual evidence from various sources to support their views.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' performance in internal and external examinations is consistently higher than their attainment in lessons. In Primary, assessment data are in line with inspection findings. Students in Primary and Middle make progress at a faster rate than those in Secondary.
- In all phases, students have strong skills in listening and reading comprehension. They can respond both orally and in writing to familiar topics. Independent writing skills are slowly improving. Speaking skills are underdeveloped.
- The curriculum is modified to enhance students' reading skills. However, teachers often focus on developing literal comprehension and oral literacy through direct questioning. This has hindered the extension of reading and speaking skills, especially in the secondary phase.

For Development:

- Improve students' speaking skills by creating an environment that gives them opportunities to apply in context the new language that they are learning.
- Strengthen students' independent writing skills by providing writing tasks that are appropriate for their proficiency levels.

ENGLISH

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

- Data from internal and international sources in Primary, Middle and Secondary show higher attainment than that seen in lessons and through book scrutiny. Progress in Middle and lower Secondary slows as earlier literacy skills are insufficiently developed.
- In all phases, especially in KG, students quickly develop their listening and speaking skills. Reading also grows rapidly, as teachers' questioning supports greater understanding of texts. Writing skills progress at a relatively slower pace as they receive less attention.
- Recent developments, focusing on developing students' learning skills, are impacting positively on listening and speaking. Discussion and debate are features of nearly all classrooms. An emphasis on reading, from the literacy action plan, supports literal and inferential comprehension.

For Development:

- In Primary, Middle and Secondary, focus learning objectives on the specific literacy skills.
- Pay greater attention to the development of writing.

MATHEMATICS

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

- Lesson observations and scrutiny of notebooks indicate that achievement in the lower phases is above curriculum standards. A large majority of students make better than expected progress. This is not reflected in the assessment outcomes for students in Middle and Secondary.
- Most children in KG understand numbers and shape, and use appropriate vocabulary. Primary students use basic operations for calculations. A large majority extend their knowledge to geometry and measurement. Most students in Secondary make connections in mathematics and can express their arguments convincingly.
- Problem-solving and critical thinking skills are not sufficiently developed, especially in Middle and Secondary. Pupils in Middle do not have enough opportunities to reflect or to consolidate their work.

For Development:

- Provide further opportunities to develop mathematical problem-solving and critical thinking skills in the middle and secondary phases.
- Ensure that students in the middle phase have more time and opportunities to reflect and to consolidate their learning in mathematics.

SCIENCE

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

- In KG, children's inquiry skills and development of scientific knowledge are secure. In Primary and Secondary, students exceed expectations in acquiring new skills and knowledge. In the middle phase, the acquisition of skills and knowledge is slower.
- Throughout the school, students develop strong knowledge and understanding of scientific concepts and specific vocabulary. However, the quality of practical learning experiences, including investigation and hypothesising, is not sufficiently strong in the middle phase.
- In the primary phase, the school successfully integrates science inquiry activities. Cross-curricular themes involve mathematics, technology and art. However, in Middle and Secondary, this enriching practice is not well enough developed to improve students' innovation and learning skills.

For Development:

- In Middle and Secondary, provide more opportunities to develop scientific problem-solving and critical thinking, based on the application of science to technology and to other subjects.
- Ensure that students in the middle phase have more practical science opportunities.

LEARNING SKILLS

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

- Students across the school have very well-developed learning skills. However, some teachers do not enable students to make enough use of them to support their learning and progress in other subjects.
- Students are beginning to take greater responsibility for their learning, and to understand their own strengths and areas for development. They willingly collaborate, share opinions and listen to others. This impacts positively on their engagement in lessons and on their oral language skills.
- The recent whole-school approach to learning is having a positive impact. Students, independently, make meaningful connections between their learning and the world beyond school. They use technology to research and investigate. Their innovation and entrepreneurial skills are less developed.

For Development:

- Improve students' innovation skills and entrepreneurial thinking as a regular part of all their experiences in lessons.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Throughout the school, students exhibit strong enthusiasm for learning. Their positive attitude towards school is evident in almost every class. They are receptive to advice and feedback. Members of the student council take pride in assisting others, under the 'Each One Teach One' initiative.
- Relationships among students and with members of staff are marked by mutual respect, care and consideration. In the main, students are very well behaved in classrooms and around the school. However, a small minority in the middle phase display a lack of self-discipline.
- Students enthusiastically participate in physical education. They show a good understanding of a healthy lifestyle. They are aware of the importance of healthy eating and generally choose healthy options.

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

- Students show a strong understanding of the influence of Islamic values on contemporary UAE society. They show respect to Muslims by taking part in Islamic Day and Iftar during Ramadan. They contribute during the month of giving with a Zakat Drive to support the local community.
- Students' awareness of Emirati culture and heritage is excellent. They are knowledgeable about the history, economy and politics of the UAE, and of the move from a tribal to a technological society. Children in KG are developing their understanding and awareness through a well-structured curriculum.
- All students show pride in their cultures. They participate in cultural celebrations, including Diwali. Their appreciation of other cultures is improving, especially in the primary and middle phases. Secondary students' contribution to, and participation in, cultural events are limited because of academic demands.

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

- Students are caring and considerate of others. They have a strong sense of personal responsibility and commitment to the school. This is particularly true for those in senior student leadership positions.
- Students have a positive work ethic. They enjoy opportunities to be creative and enterprising through practical problem-based challenges and the annual 'Prism' exhibition. They support a range of socially responsible activities and participate in a range of sporting and other competitions.
- Students promote sustainability and environmental awareness through recycling within the school. Some activities impact on sustainability in the local community. In KG, children compost organic waste for use on their vegetable and herb gardens.

For Development:

- Provide further opportunities for students in Secondary to contribute to activities and celebrations that promote Islamic values and world cultures.
- Provide more opportunities for students in all stages to be involved with the local community.

3. TEACHING AND ASSESSMENT

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

- Most teachers in KG have a good understanding of how children learn best. In all phases, teachers have strong subject knowledge. They plan lessons carefully across phases, with the learner at the centre. Teaching in the middle phase is less effective in Arabic, mathematics and science.
- Throughout, questioning is very strong, guiding students to deeper understanding of their learning. Teachers use a range of strategies to meet the needs of all learners. At times, they organise too many activities and consequently the pace is either too quick or time runs out.
- Effective continuous professional training, including feedback from lesson observations, is having a positive impact on raising teachers' performance.

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

- Across all phases, internal assessment processes are coherent and consistent. They provide reliable measures of students' progress. However, in the middle phase, assessment data are not used effectively to inform teaching or to modify the curriculum.
- The school has developed a strong and purposeful tracking system based on internal assessment information. It provides detailed information on all groups of students. In addition, peer- and self-assessment procedures are well established. Their use is not consistently applied across subjects and phases.
- Leaders have successfully introduced regular questioning opportunities into key subject lessons to support students' performance in external assessments. This has been highly successful in ensuring very positive outcomes for most students.

For Development:

- Improve teachers' prioritising of activities so that the pace of lessons allows students time for reflection and teachers time for assessment.
- Ensure that assessment information, particularly in Middle, is effectively used to support teaching and curriculum adaptation, in order to address the needs of all groups of students.
- Ensure that the school's positive practice for students' peer- and self-assessment is more consistently applied.

4. CURRICULUM

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

- The curriculum in all phases has a clear rationale and offers a wide range of subjects to meet students' needs. It provides creative opportunities in the lower phases, and appropriate challenge in the upper phases. There is imbalance of language skills in Arabic and in English.
- The range of choices in Secondary meets the needs of most students. Those in the earlier phases have adequate language choices. Steady progression of content is secured in most key subjects. The progression of learning in Arabic does not facilitate learning for new students.
- The alignment of content with external benchmarking requirements, and the efficient use of assessment information, have led to successful curriculum modifications.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Teachers in all phases are very successful in modifying the curriculum to meet the needs of most groups of students. Lessons consistently engage students in meaningful learning. However, the challenge for higher achievers, and support for students new to learning Arabic, are inconsistent.
- Existing partnerships with educational organisations provide very good opportunities for career counselling in Secondary. Embedded links to Emirati values and culture lead to very successful outcomes in all phases. Opportunities for engaging in charitable work ensure that students make adequate social contributions.
- The home assignments and the project-based learning programme in all phases provide some limited opportunities for innovation. Community work, including the organisation of a book sale, supports the development of entrepreneurial skills in Secondary.

For Development:

- Ensure greater consistency in providing challenge for higher achievers and greater support for students new to learning Arabic.
- Improve students' innovation skills and entrepreneurial thinking as a regular part of all experiences in lessons.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Safeguarding is a high priority in the school. Members of staff are regularly trained to ensure that students are well cared for and safe. Diverse and analytic cybersecurity measures are regularly updated to ensure a high level of safety for students and members of staff.
- Buildings and facilities are stringently checked and carefully maintained. Up-to-date records are well kept. A comprehensive CCTV system is in place. The safety of students around school transport is systematically and rigorously managed and assured.
- Healthy eating and healthy lifestyles are emphasised and supported by the school doctor and medical personnel, who provide high-quality care and advice. Regular health education is built into the curriculum and is a frequent theme in lessons.

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

- Systems for managing behaviour are effective. The school's approach to promoting attendance and punctuality is largely successful. Streamlined systems identify students of determination and involve them in the life of the school.
- The curriculum is modified well to meet the needs of all students. Challenge for higher-achieving students is inconsistent. The school is committed to the early identification of students of determination and to the design of ambitious interventions.
- Students receive regular support and guidance on subject choices and career paths. However, opportunities for students of determination are limited by the subject choice options available in the secondary phase. The wellbeing and personal development of all students are high priorities.

For Development:

- Provide further support for students of determination in their career paths and further challenge for higher achievers in all subjects.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- Effective policies, the appointment of two special educators and the development of the inclusion centre support students of determination. Regular reviews lead to tracked improvements aligned with the strategic plan. Individual education plans (IEPs) are used in all classes.
- The school uses a cognitive ability test (CAT4) to help to identify students of determination. In KG, classroom observations ensure accurate identification and intervention. Barriers to learning are classified according to KHDA standards.
- The school ensures parental engagement through regular communications. Personalised feedback is linked to individual IEP learning goals. Parents meet for IEP reviews each term to discuss their children’s progress.
- The school adapts provision for students of determination and promotes engagement in all subjects. Curriculum modifications offer interventions which foster confidence and resilience. The curriculum is motivating and challenging. Extra-curricular clubs build confidence and support personal development. Written feedback on work varies in quality.
- Analysis of attainment generally ensures that teaching leads to progress in learning. Some students contribute to the design, implementation and review of their IEPs. A large majority display positive and responsible attitudes, often exhibited through their exemplary behaviour and their increasing independence.

For Development:

- Increase choices for students of determination in the secondary phase to support their transition into further study or employment.
- Refine the marking policy and address variations in the quality and quantity of written feedback to students of determination.



6. LEADERSHIP AND MANAGEMENT

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

- Leaders, successfully and effectively guided by the principal, have a clear vision and mission. Senior leaders instil a culture of constant improvement supported through well-focused opportunities for professional training. Leaders understand their roles and responsibilities. Staff morale is high. Members of staff feel recognised and appreciated. Leaders ensure full compliance with statutory and regulatory requirements. They have been generally successful in developing the school. Improvement in the middle phase has not yet been sufficiently addressed.
- School self-evaluation is not fully embedded. Leaders have a clear understanding of strengths and areas for improvement, but this is not fully shared across the school. Improvement planning is based on self-evaluation. The development plan is long and complicated, with insufficient consideration given as to how actions will be assessed or prioritised. The quality of the departmental and aspect action plans is variable. Recommendations from the previous report have been mostly addressed.
- The school effectively fosters parental involvement and engages parents as valued partners in their children's learning. Parents are well informed about the school. They receive regular information on their children's performance. The school benefits from strong links with the local community, including charitable involvements and awareness. Students work with the Dubai municipality and are involved in the Emirates Environmental Group.
- The governing body includes representation from teachers, parents and educators. Governors regularly visit the school and meet with leaders to gain a clear view of the school and its operation. Feedback from stakeholders ensures that governors are well informed. As a result of this, and of their training, governors have an understanding of the strengths and weaknesses of the school, although they are unable to articulate their understanding in terms of priorities. Governors ensure that staffing and resources are available to support continuous school improvement.
- The day-to-day management of the school is well organised and efficient. Sufficient appropriately qualified teachers support the curriculum. Members of staff are very well deployed to ensure the best possible educational experience for students. The school's premises include extensive specialist facilities, spacious classrooms, wide corridors and full accessibility to all areas. Leaders are committed to providing an extensive range of high-quality resources aligned to curriculum requirements and to the needs of both teachers and students.

For Development:

- Ensure that the school improvement plans identify priorities accurately and how they will be measured, as well as ensuring that subject and aspect improvement plans are effective, focused and of a high standard.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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