

**Third**  
**Follow-Through Inspection Report**  
**on**  
**English Language Private School**  
**(formerly English Medium Private School)**

Kindergarten to Grade 12

Report published May 2011

## Basic Information

English Language Private School was inspected as part of the full inspection cycle across all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. During its most recent full inspection, the overall performance of the school was judged to be unsatisfactory and inspectors identified a number of recommendations which the school was required to address.

As a result of the overall performance of the school being judged unsatisfactory, Dubai Schools Inspection Bureau (DSIB) has conducted subsequent Follow-Through Inspections. The purpose of this third Follow-Through Inspection in April 2011 was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the full inspection report.

## Progress

Inspectors judged that English Language Private School had still not satisfactorily addressed the recommendations made by DSIB at the initial full inspection and subsequent Follow-Through Inspections. Inspectors will continue to undertake Follow-Through Inspections at regular intervals until the recommendations made by inspectors have been satisfactorily addressed.

## Overview

The school had worked to provide a better quality of teaching and learning. There had been some training to help teachers understand how to teach students most effectively. There had been some enrichment to the curriculum through visits and other activities. However, the school had not been successful in improving its provision especially in Kindergarten and the primary section. The school did have not a clear understanding of its strengths and weaknesses. Teaching was considered by the leadership to be good but there was little evidence of this during the inspection. Most teaching was characterised by ineffective planning, low expectations of students and too little understanding of how children learn. There was still a strong tendency by teachers to do too much for students and not allow them to learn for themselves. In addition, most lessons comprised routine, unimaginative tasks too tightly linked to the course books. Senior staff worked well together and were organised in their approach to school improvement, but lacked the expertise and insight into how the school can improve. The students had a positive work ethic and often learned well despite the uninspiring lessons. The senior leadership of the school had yet to address the areas of development with sufficient sense of purpose and urgency.

## Inspection Recommendations

**Ensure that the use of corporal punishment and emotional abuse in the school ceases immediately;**

The school had not met the requirements of this recommendation to an acceptable level.

Although the school's leadership had made it clear that any inappropriate treatment of students would not be tolerated, they had not succeeded in eradicating it completely. Students reported that generally they felt safe in school and that they enjoyed a positive rapport with their teachers. Girls reported no concerns but boys referred to instances of unreasonable behaviour, including standing students in the corner of classrooms for prolonged periods. Some assistant staff in Kindergarten occasionally handled children too roughly. The leadership's approach to the problem was firm, but supportive and conciliatory. It lacked the determination and focused attitude to resolve it completely.

**Develop shared leadership so that all staff can carry out their duties and make a greater impact on the life of the school;**

The school had not met the requirements of this recommendation to an acceptable level.

The leadership remained well structured and cohesive. All senior staff members were clear about their roles and responsibilities, and carried them out routinely and diligently. They met regularly to discuss and seek answers to the school's issues. They monitored teaching and provided training and support for colleagues. However, they were not knowledgeable enough themselves about the best teaching practice and methodology. They had received no recent training to guide them. Their work with teachers was too supportive and not insightful enough because they were unclear how to judge effective teaching. Their monitoring judgements were based on a narrow list of criteria. In addition, the senior leadership had introduced too few initiatives not only to teaching but also to assessment, the curriculum, the learning environment and use of resources to improve the quality of teaching.

**Develop the curriculum and teaching strategies to encourage children in the Kindergarten to explore, investigate and develop their creativity; provide active and age-appropriate learning across the school, develop students' abilities to think for themselves so that all students have improved learning opportunities; ensure that teachers plan appropriate outcomes for each lesson, setting out what children need to understand, as well as know and do;**

The school had not met the requirements of this recommendation to an acceptable level.

There had been little improvement in the quality of teaching, especially in Kindergarten and Primary. Almost half of the lessons during the inspection were judged to be unsatisfactory. Teachers generally promoted a positive atmosphere in classrooms,

although this was not always the case. They had improved their use of questions and in making learning objectives clear; they had become more focused on the need for students to learn more for themselves. However, such practice was too inconsistent and other important weaknesses persisted. Lesson planning was not detailed enough and assessment data was not used routinely to provide work that met the needs of all students. Teachers did not ensure that all students were fully involved in lessons. They continued to play too dominant a role and did not allow students to think for themselves and take some responsibility of their own learning. This was especially true in Kindergarten. In a significant number of lessons, students' learning was more successful than the teaching because of their positive work habits. The curricular aspect of lessons was too much based on the course books and lacked the creativity and links to the real world to motivate students. The classrooms did little to inspire students. Resources were few and displays of their work were minimal.

**Provide teachers with training, support and resources so that they are able to carry out their duties effectively;**

The school had not met the requirements of this recommendation to an acceptable level.

The senior leadership team had promoted professional dialogue about teaching and attainment which had enabled staff to be more reflective. The monitoring of teaching by senior leaders took place regularly but lacked rigour and did not provide enough information to teachers on how to improve. Some heads of departments had provided model lessons and a training session related to lesson planning had resulted in a revised planning proforma. The school had not invested enough in a wide range of resources at all levels of the school to support teaching and learning. A regular and structured programme of professional development was not in place partly due to the lack of in-house expertise in teaching and learning strategies.

## What happens next?

DSIB will continue to undertake Follow-Through Inspections of English Language Private School until the school has progressed to the stage where it is included in the regular inspection cycle for all Dubai schools. DSIB will continue to report to parents regarding the progress made by the school until all of the recommendations from the last inspection have been satisfactorily addressed.

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development**

## How to contact us

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).

More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

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