

Follow-Through Inspection Report

English Language Private School

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Knowledge and Human Development Authority

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Basic information

English Language Private School was inspected during the 2009-2010 academic year 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 this inspection, the overall performance of the school was judged to be unsatisfactory and school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) has conducted four Follow-Through Inspections in English Language Private School since the full inspection. This fifth Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

Progress

The school had not met all of the recommendations to an acceptable level. English Language Private School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection cycle.

Overview

English Language Private School had not yet met the recommendations of the inspection report of 2010 to an acceptable level. More positive relationships between staff and students were in place following the establishment of a discipline committee. Isolated instances of inappropriate treatment of students had ceased. The new leadership team, however, had not yet made a sufficiently positive impact on school improvement. The monitoring of teaching and learning was undertaken by too many leaders and this had led to an inconsistent understanding of teaching for effective learning. The curriculum did not provide appropriately for all students' needs. Teachers' planning was weak and lacked detail. Teachers focused on the content of the curriculum rather than on meeting students' needs. Too often, teaching strategies consisted of students being told facts rather than learning independently. In the Foundation Stage, most lessons had little purpose. Children were not challenged enough because there were too few opportunities for investigation, exploration or creativity. Challenge levels across the school were too low and outcomes were not in line with age-appropriate expectations. Teachers did not always check students' understanding and did not know their strengths and weaknesses well enough to provide challenging learning activities.

Inspection recommendations

1- Ensure that the use of corporal punishment and emotional abuse in the school ceases immediately

The school had met the requirements of this recommendation to an acceptable level.

The role of supervisors, as outlined through the new discipline committee, was more clearly defined. More positive attitudes had led to improved respect and trust between students and adults. Teachers, parents and students had been provided with additional guidance on the management of discipline. This had led to a more consistent approach by staff in dealing with behaviour issues.

2- 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.

Senior leaders were enthusiastic and committed. However, appropriate school improvement targets were not yet in place. Middle leaders had a clearer understanding of their role but were not yet sufficiently focused on what was required to ensure that teaching and learning improved consistently. Senior leaders had not yet established agreement amongst all staff regarding the key features of best teaching practices.

3- 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.

Teachers throughout the school did not ensure that all students' needs were suitably met. When teachers planned lessons, they focused on the content of the syllabus and did not develop clear and relevant learning experiences suitable to students' needs. Assessment strategies were weak. Most teachers did not use assessment information effectively to plan appropriate activities and provide challenging experiences suitable to a range of abilities and needs. Often, students were not encouraged to think for themselves but were expected to repeat the teachers' answer. Many students sat passively waiting for teachers to direct their learning.

Teaching strategies were limited and often consisted of the teacher giving students information rather than enabling students to learn for themselves. Children in the Kindergarten classes had little opportunity make choices, explore without direct teacher supervision or use resources to develop their imagination. In all phases, lesson plans did not include effective outcomes and experiences for students. Group work largely consisted of a few different activities at a similar level of challenge, often repeating a concept.

4- 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.

Despite some training, teachers' planning was weak with a lack of reference to the relevant curriculum levels. Teachers' understanding of the Early Years Foundation Stage learning outcomes and National Curriculum levels was weak. Teachers did not demonstrate a confident understanding of the levels of attainment appropriate to the age and stage of the students. Information and communication technology (ICT) training for staff had been, for the most part, effective. Consequently, teachers' use of ICT in lessons was consistent and appropriate.

What happens next?

The school has not met all of the recommendations to an acceptable level. English Language Private School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection schedule.

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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.

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