

# 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 one Guidance Visit and three Follow-Through Inspections in English Language Private School since the full inspection. This fourth 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. The school had a positive attitude to school improvement and was willing to embrace new ideas. Additional training had been undertaken to help teachers understand how to teach students more effectively since the last Follow-Through Inspection. However, this had led to only limited success in improving key weaknesses. Consistent features of the majority of teaching were the low level of expectations teachers had for students, a lack of real understanding of how children learn and a strong tendency by teachers not to develop independent working habits in the students. In classrooms, students were keen to learn and most worked hard. Relationships between students and teachers were positive and affirming although, isolated incidents of inappropriate management of student behaviour still existed. Despite better guidance and support to its teachers in resolving conflict with students, the senior leadership team had yet to eradicate this issue completely. Although the school had a clearer understanding of its strengths and weaknesses, self-evaluation judgements were inaccurate and action plans for improvement lacked detail and a robust framework to ensure

success. The governors had started to invest in learning resources and the school environment, but senior leadership in the school had yet to address the areas for development with sufficient purpose and urgency.

**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.

The management of the school had taken further steps to eradicate corporal punishment and emotional abuse within the school. A discipline committee had been convened and the role of the supervisors was more clearly defined. Parents and students had been provided with additional guidance and measures to be followed should any inappropriate treatment of students occur. The rough handling of children in Kindergarten, as previously reported, had ceased and there had been fewer reported complaints relating to mistreatment by staff in dealing with conflict since the last Follow-Through Inspection. Although girls reported no concerns, a few boys still referred to isolated instances of unreasonable treatment, including pushing, by staff. Despite efforts by the leadership team to address this difficulty, the approach of school leaders was not sufficiently robust in attempting to resolve it.

**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.

Since the last inspection, roles and responsibilities had been more clearly defined and greater autonomy had been given to supervisors and heads of departments. Weekly meetings with the senior leadership team supported their development. However, these developments mostly revolved around management and administration rather than school improvement in the key issues of teaching and learning. Discussions about good teaching practice, productive learning opportunities, a curriculum to meet learner needs, and how to improve attainment and progress for students were limited. Classroom teachers were observed by their phase supervisor and by their head of department, once a term. Teachers deemed weak or unsatisfactory were observed more often. However, there was no follow-up action to support weak performance to help teachers improve their practice. Lesson observations did not focus sufficiently on meeting students' needs.

**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.

Improvements in Kindergarten were still limited. The curriculum had not yet been effectively reviewed to ensure sufficient, well-planned opportunities for children to learn through play, exploration and investigation. A few lessons included activities that were now mostly age-appropriate. However, these did not enhance the children's investigative, exploratory or creative skills. Lack of challenge was still a key feature of most lessons in Kindergarten. In other areas of the school, all teachers were now using a unified planning format which included lesson objectives and a limited range of methodologies to be followed. However, objectives were not always appropriate and teachers did not regularly plan activities to help students achieve those targets. Too many lessons were still dominated by teacher talk and students' learning was heavily reliant on teacher presentation and explanation. Excessive use of worksheets and mechanical completion of tasks were common features of many lessons. As a result, students remained unsure of the purpose to their learning.

**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 school had provided teaching staff with a training programme by a team of external trainers on teaching methods and activity-based student-centered learning in particular. The impact of this work in improving teaching and learning across all subjects had yet to be seen. The understanding of senior leaders of how to improve teaching and learning in the classroom was limited. This resulted in activities and tasks which still lacked challenge and objectives not being met in a majority of lessons. Although more varied resources, including ICT, had been acquired and used in classrooms, a lack of training and application led to limited skilful application of these resources to support students' learning.

## 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.

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

## 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.

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

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