

Follow-Through Inspection Report

New World Private School

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Knowledge and Human Development Authority

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Basic information

New World Private School was inspected during the 2012-2013 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.

This first 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. New World Private School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection cycle.

Overview

The school responded to the findings of the previous report with determination. Senior leaders shared a common willingness to improve key aspects of the school, and many teachers were also willing to embrace positive change. Supported by external advisors and better internal assessment, the school had prepared a suitable plan of action. It had introduced new ideas and new processes, such as a formal system for tracking students' progress. Important changes had been made to the leadership team. Extensive training was providing teachers with up-to-date and more effective methods of teaching. However, the school's actions were understandably taking some time to bring about visible and sustained change.

Students' attainment and progress in English, mathematics and science had not improved noticeably. This was especially true in Kindergarten and Cycle 1. In Kindergarten, children were not yet learning through discovery and practice, and the work was not sufficiently purposeful. Elsewhere, teachers were trying to vary their teaching and had introduced group work, better use of resources and a faster pace to learning. However, they still provided too few opportunities for students to learn for themselves and develop skills, such as problem solving and investigative techniques. Teachers continued to dominate lessons and, too often, students were inactive. In addition, teachers had not raised their expectations of their students. In most lessons, the work was the same for all ability groups. This meant that work was often too easy for the most able students and too hard for the least able students.

Inspection recommendations

- Improve students' attainment and progress, particularly boys', in English, mathematics and science across all phases;

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

There had been little significant improvement in students' attainment and progress in these subjects since the previous inspection. In English, attainment and progress remained acceptable overall. In mathematics, students' understanding of number, mathematical operations and shapes were better but problem-solving skills were still weak, especially in Cycle 1. In science, students' attainment in Cycle 1 was below the expected levels and investigation skills were underdeveloped across the school. Overall, the girls continued to perform better than boys, especially in English.

- Improve the curriculum and the quality of teaching in Kindergarten so that students are provided with good opportunities for exploration, investigation and enquiry-based learning;

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

Although there was some effective teaching in Kindergarten, many teachers still did not understand how young children learn. Most teachers provided a very basic interpretation of the curriculum, with low expectations which did not meet the needs of children of average or high ability. Most lessons were dominated by teacher-talk with too much reliance on repetition and choral responses. Children tended to sit passively and listen for long periods of time, with little opportunity to offer their own ideas and suggestions. Lessons did not provide activities that were purposeful enough. Children were not given opportunities to explore independently, investigate at their own level and pace, as well as develop their own interests. Teachers focused on sharing knowledge rather than encouraging children to develop key learning skills.

- Ensure that all teachers have high expectations of students and provide them with well-planned opportunities for skill development and active and independent learning;

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

The school had made some improvement in raising students' expectations and in developing skills for active and independent learning, but still had some way to go. Most teachers still did not expect enough of students. Work in lessons was usually not planned well enough to ensure enough challenge for all ability groups. Most lessons, especially in Cycles 1 and 2, were mainly teacher-centred and did not engage students sufficiently in meaningful tasks. In Cycle 1, students did not systematically develop skills in prediction, investigation, problem-solving and analysis, nor did they learn to apply learning to real world. However, Cycle 3 students had

better and more productive opportunities to engage in investigative, independent learning. Teachers did not routinely use questioning or the use of information and communication technology (ICT) as part of the teaching and learning process.

- Improve the accuracy and analysis of assessment data and use it effectively to inform the school's self-evaluation and improvement planning;

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

Assessment systems had been successfully updated to monitor the achievements of students. Through these systems, the school was able to track and record progress accurately. The new data/assessment co-ordinator analysed the assessment data collected and provided information to teachers about the progress of individuals, classes, grades, cycles, genders and ethnic groups. Teachers were beginning to use the data in their plans to meet the learning needs of all groups within their classes. However, this was not consistent across all phases. Findings from the data analysis also informed the school's self-evaluation and aided in improvement planning.

- Develop leadership capacity to improve teaching.

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

The school had done well to respond quickly and decisively to the recommendations of the previous report. Senior leaders had established a clear view of the school's areas for development and had produced sensible action plans. External consultancy had been sought to bring valuable expertise to support the school's aims. Teachers benefited from a range of training and more emphasis was placed on ensuring that students' progress was measured against international standards. There had been some important changes in senior leadership and teaching staff. However, such changes have inevitably taken time to influence change in the school. Teaching remained at best acceptable, and often unsatisfactory. Whilst most teachers appreciated the need for change, they still found it hard to put theory into practice. Teachers focused too much on the sharing of knowledge and too little on exactly what students were learning.

What happens next?

The school had not met all of the recommendations to an acceptable level. New World 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.

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