

**Third
Follow-Through Inspection Report
on
Little Flowers English School**

Kindergarten to Grade 6
Boys and Girls

Report published June 2011

Basic Information

Little Flowers English 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 May 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 Little Flowers English School had still not satisfactorily addressed the recommendations made by DSIB at the 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

Little Flowers English School had not made acceptable progress in almost all recommendations since the last Follow-Through Inspection. Attainment and progress in all subjects remained below expected international standards. Some teachers have made some positive changes to their practice as a result of professional development. However, this was not evident across all parts of the school. Extra and co-curricular activities had been incorporated into the curriculum. Kindergarten children did not have regular access to a range of positive active learning experiences. School leaders understood their roles more clearly but effective self-evaluation and action planning had yet to be developed. A Board of Governors was in place but it had not yet begun to monitor the actions of the school or hold it to account.

Inspection Recommendations

Raise attainment in the school across all areas of learning.

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

There remained important weaknesses in students' attainment across all key subjects. It was acceptable in Arabic and mathematics but unsatisfactory in Islamic Education, science and English. Too often, teachers were unaware of students' knowledge and skills. Consequently the students were not appropriately challenged and made little progress. Test results showed low average attainment across all subjects in Grades 4, 5 and 6. Overall, most students were not achieving at expected levels across all subjects and grades.

Develop teaching skills to promote active learning and to address the needs of all students.

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

The majority of teaching observed during the Follow-Through inspection was unsatisfactory. A few teachers planned their lessons well and had clear objectives. Most, however, did not share learning objectives with the students and this resulted in students not understanding what they needed to learn. Most teachers did not plan carefully enough to meet the learning needs of different students. Consequently, lessons were not sufficiently challenging, particularly for the more able students. A few teachers used information and communications technology (ICT) and had introduced group work to support student-centred learning. Marking was inconsistent across the school. Teachers did not give written feedback to help students improve their work. Assessment strategies were not well developed during the lessons and this restricted teachers' understanding of what students had understood.

Design a broad, balanced curriculum to provide opportunities for sport and creative subjects;

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

The school had revised the timetables of the school to provide a wider range of learning experiences for students. Older students enjoyed badminton, cricket, and painting and drawing. The school had planned extra-curricular activities such as clubs, competitions and fieldtrips. Club activities included environmental studies, English, mathematics and science. In the environment club, students were learning the process of recycling paper and in the English club they were enjoying reading a range of books. Students had participated in fieldtrips to Sheikh Zayed Mosque, Dubai Museum and Al Bastakia. These

lessons and extra-curricular activities still lacked sufficient planning to ensure students maximised the potential benefit.

Introduce more active teaching methods and an activity-based curriculum in the KG.

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

Kindergarten children did not have appropriate opportunities to learn through activities and play. Planning for lessons remained ineffective. There was no opportunity for a range of group or individual activities to enable children to play, use their imagination or explore a range of media. Questioning by teachers was directed toward the whole class. Most questions were closed, allowing children to use one or two word answers. The pace of teaching was too slow and often teachers spent much of their time working with only part of the class while others were not engaged in meaningful work. A number of teachers were not appropriately qualified to teach at Kindergarten level.

Provide support for students with special educational needs.

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

The school had identified only one student with special educational needs. There was a shadow teacher assigned to the student, who assisted in all his lessons. The school had not reviewed its identification procedures of students. The school had not developed appropriate individual educational plans to take into account students' abilities, skills and needs. Lessons were not effectively modified for students requiring extra support in their learning.

Create a governing body to advise, support and monitor the leadership of the school.

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

Although the school had established a governing body, it only included appointed people from the community. It did not include key stakeholders, especially parents and staff, so their views were not regularly considered. Governors were supportive of the school leaders and were involved in important decision making. However, they did not rigorously monitor the schools' improvement plans to check whether the school's actions had been successful. The information given to the governors by the school was not sufficiently focussed on raising standards. As a result, the advice that they give the school was too limited to help the school to improve appropriately.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of Little Flowers English School until the school has progressed to the stage where it is included in the usual 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 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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