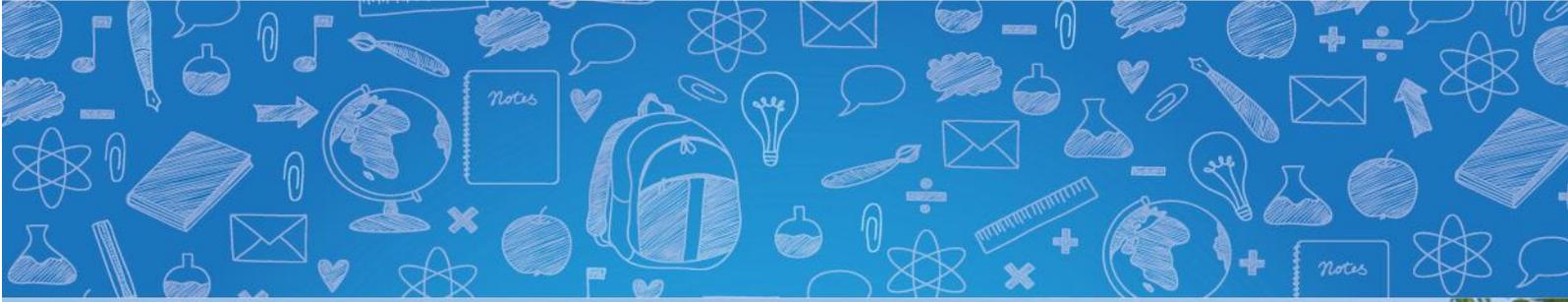


# Inspection Report



## Little Flowers English School

2014-2015



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## School information



### General information

Location	Hor Al Anz
Type of school	Private
Opening year of school	1984
Website	www.littleflowersschool.ae
Telephone	04-2667620
Address	Plot 127-2061, Street no 127, Hor Al Anz, Deira Dubai-P.O.BOX:19771
Principal	Abdullakutty Valappil
Language of instruction	English
Inspection dates	13 <sup>th</sup> – 15 <sup>th</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 12
Grades or year groups	KG1 – Grade 6
Number of students on roll	890
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	23
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	49
Largest nationality group of teachers	Indian
Number of teacher assistants	5
Teacher-student ratio	1:18
Number of guidance counsellors	2
Teacher turnover	7%



### Curriculum

Educational Permit	CBSE
Main Curriculum / Other	CBSE/ CBSE
Standardised tests / board exams	IBT
Accreditation	N/A

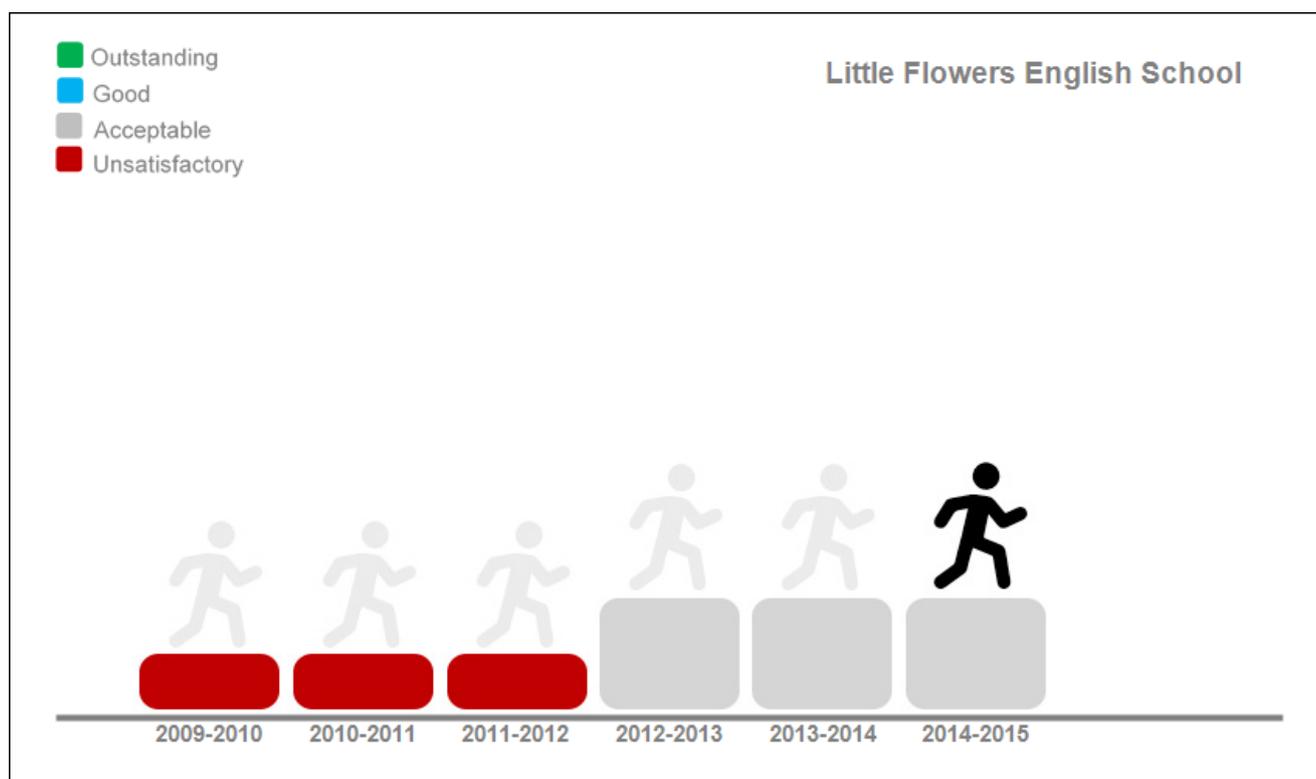




Dear Parents,

Little Flower English School was inspected by DSIB from 13<sup>th</sup> – 15<sup>th</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

- The students' personal and social development including their attitudes and behaviour were good across the school.
- The school's approach to a healthy lifestyle, safety and support for the students' were good.
- The school had good relationships with parents and involved them in their children's education.

### **Areas for improvement**

- The school should use information from the assessment of student's learning to improve planning and teaching across all subjects.
- The teaching of English language skills should be prioritised so that students can more confidently develop enquiry and critical thinking skills.
- Senior leaders should develop the curriculum so that it meets the needs of all students in all phases of the school.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

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

## A closer look at Little Flowers English School



### How well does the school perform overall?

Overall, Little Flowers English School provided an **Acceptable** quality of education for its students.

- Almost all students were eager and enthusiastic English as a second language learners. Older students in particular applied their learning to real life situations, such as whole school and community projects. In doing so, they provided much needed support for others less fortunate than themselves.
- Almost all students were well behaved in and around the school. They cared for their school community and for other students.
- Teaching was acceptable but did not always meet the needs of all groups of students. Teachers did not use assessment information to plan better learning activities and next steps for students' learning.
- The curriculum quality was acceptable. Some enrichment opportunities were provided, but insufficient use was made of technology to support students' learning.
- The school's provision for health and safety ensured students were safe and secure in school.
- The Principal, senior and subject leaders and staff in the school were committed to improving the school. They kept the owner and members of the board informed about student's progress.



### How well does the school provide for students with special educational needs?

- Teachers working with students with special educational needs had developed a range of methods to help them do their best.
- The curriculum was broken down into smaller steps for each student. This developed their confidence in their learning. Records, observations, data and report cards were used to measure students' progress. Individual education plans were checked and new targets were set based on the progress made.
- Students made better progress when they were supported in small groups or individually outside of their main classes.

## 1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
		KG	Primary	Middle
Learning skills		Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

## 2. How good is the students' personal and social development?

	KG	Primary	Middle
Personal responsibility	Good	Good 	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Community and environmental responsibility	Good 	Good 	Good

## 3. How good are teaching and assessment?

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	KG	Primary	Middle
Health and safety	Good 	Good 	Good 
Quality of support	Good 	Good 	Good 

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- The students' personal and social development including their attitudes and behaviour were good across the school.
- Health and safety provision and the quality of support for students across all phases had improved and were good.
- School leaders and staff were committed to improving educational opportunities for students of all abilities and backgrounds.
- There was a supportive family ethos with strong relationships between all staff and students, parents and the school, and with the broader community.

## Changes since the last inspection

- The students' behaviour in the lower primary phase had improved.
- Children in the Kindergarten and students in the primary phase were more actively involved with environmental issues in the school and within the wider community.
- The school's approach to health, safety and the support for students had improved.

## Recommendations

- Ensure that teachers use information from students' assessments to improve their planning and teaching across all subjects.
- Develop the curriculum so that it meets the needs of all students in all phases of the school.
- Prioritise the teaching of English language skills so that students can more confidently develop enquiry and critical thinking skills.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning Skills?

### KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Children entered Kindergarten with little or no English and they quickly made progress to communicate with peers and to meet their everyday needs. Their progress in acquiring key vocabulary for different topics across curricular areas was slower. Most children listened very well to instructions and stories. By the end of Kindergarten most children had developed an understanding of phonics but only a few were able to read and write simple words.
- Most children understood mathematical concepts to an age appropriate level, especially in number activities. However, only a few were confident in the use and application of number in solving problems.
- Most children in the Kindergarten engaged in age appropriate science activities. Most children, developed a more secure understanding of a range of aspects in their world. They developed skills of observations and most could describe patterns and changes in what they saw.

### Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education most students could list the Pillars of Islam and those of Iman. Most had an appropriate knowledge of Islamic values. Although their knowledge of worship was acceptable most students' could not extend, compare or elaborate on key Islamic concepts. Most students struggled with recitation skills and the application of Tajweed rules.
- In Arabic as an additional language, most students had appropriate listening and responding skills and they showed acceptable knowledge of basic Arabic grammar. However, creative and extended writing, as well as speaking, were the least developed skills, as students were not given opportunities in class to engage actively in challenging activities.

- In English most students listened well. The majority could communicate effectively with their peers. Towards the end of the primary phase, most students were able to use phonic skills when reading and writing. They understood how to use basic grammar and were able to construct sentences that included prepositions, adjectives and action words.
- Most students' knowledge of numerical operations, time and shape was secure. However, investigative skills and application of number to solve problems was less secure. In too many classes, tasks lacked challenge.
- In science most students demonstrated scientific knowledge to an expected level. Most were able to draw conclusions related to experiments and share their results. However, the investigative skills of a significant minority were developing less rapidly.

### Middle

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Only a minority of students had an appropriate understanding of Islamic values. They discussed aspects of the Prophet's life (PBUH), his good deeds and topics such as Hajj and Omra. However, most students had an unsatisfactory understanding of Islamic concepts. The application of the rules of recitation for the Holy Qur'an were not developed. Students made expected progress in understanding the Hadeeths and linking their meanings to their own lives.
- In Arabic as an additional language, most students developed an appropriate vocabulary but they were less confident in using this in new contexts. Although the skills of listening and reading were acceptable, skills in speaking and writing were less developed because students were not offered meaningful opportunities to interact, to write and undertake challenging tasks.
- In English, most students listened well and the majority communicated effectively with their peers when given the opportunities to do so. Most students were able to use phonics and basic grammar skills in their writing. However, they made slower progress in independent reading and extended writing, which were weak areas overall in this phase.
- In mathematics, most students were able to compute and name the properties of shape and measure. They were less secure in applying concepts and in interpreting data.
- Students were secure in their understanding of scientific method through engaging in practical activities in class. Overall, most students made expected progress in relation to lesson starting points in science.

	KG	Primary	Middle
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Most students across all phases were engaged in learning and collaborated well when working in groups.</li> <li>• Most students could not confidently extend their knowledge to new contexts.</li> <li>• For most students, the skills of critical thinking and the use of technology were underdeveloped.</li> </ul>			

## 2. How good is the students' personal and social development?

	KG	Primary	Middle
<b>Personal responsibility</b>	Good	Good 	Good
<ul style="list-style-type: none"> <li>• Children in the Kindergarten demonstrated self-reliance and consideration for others. Most primary and middle school students demonstrated mature and sensible attitudes.</li> <li>• Older students took their assigned roles and responsibilities seriously.</li> <li>• Relationships among students and staff were always respectful.</li> <li>• Almost all students understood and practiced healthy living. Their commitment to school life was evident, for example, through their positive contributions to daily assembly sessions.</li> <li>• Attendance was good overall.</li> </ul>			

	KG	Primary	Middle
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Students demonstrated a good understanding of Islamic values and the relevance of these to life in Dubai.</li> <li>• Most students understood the heritage and cultural aspects of life in the UAE. These aspects were evident in the life of the school such as during assemblies and extra-curricular activities.</li> <li>• Students had a good knowledge of other world cultures, which contributed to their understanding of the need to live together harmoniously. They thrived on the diversity of different cultures in the school.</li> </ul>			

	KG	Primary	Middle
Community and environmental responsibility	Good 	Good 	Good
<ul style="list-style-type: none"> <li>• Almost all students in the school took care of their own belongings and classroom resources; showing a clear understanding of their individual responsibilities and as members of the school community.</li> <li>• Most students had a good approach to their work in school, for example in completing tasks and when developing creative ideas for their own projects.</li> <li>• Although most students took part in a range of activities that promoted environmental awareness, they had a limited understanding of the impact of such activities on their daily lives.</li> </ul>			

### 3. How good are teaching and assessment?

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Most teachers planned their lessons with clear objectives, although there was greater scope for the addition of information on differentiation.</li> <li>• Opportunities for discussion and debate were key features in most lessons and where this activity was managed effectively, it led to valuable learning.</li> <li>• In most lessons teachers monitored students' progress and used questioning to determine understanding.</li> <li>• In most lessons, teachers met individual students' needs but meeting the needs of all groups of students was an inconsistent feature across the school.</li> <li>• The skills of critical and independent thinking were underdeveloped across all phases of the school.</li> </ul>			

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Internal assessment systems and processes were in place and were well developed.</li> <li>• Some external international assessments were used although analyses of results was not used effectively to identify areas of strength and weakness or to plan for the next stages in students' learning.</li> <li>• Most teachers knew the needs of their students and in the more successful lessons teachers provided challenge and feedback to students. However, this was not a consistent feature across the school.</li> </ul>			

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle
<b>Curriculum quality</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school followed the CBSE curriculum with some modifications. Consequently, it had a clear rationale, content and balance.</li> <li>Planning for continuity and progression was in place. However, there were too few opportunities to use technology to support and enhance all students' learning experiences. Progression across phases prepared students for the next stage of their education.</li> <li>Enrichment opportunities were provided through creative arts, dance, music, and PE, and club activities broadened provision.</li> <li>Cross-curricular links were noted in lesson planning and within different subjects. However, these were too generic and represented a less developed feature of the curriculum.</li> <li>Although review and development processes were in place, these did not always ensure that students made good progress across the school.</li> </ul>			

	KG	Primary	Middle
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Although planning and review of the curriculum was an annual feature, insufficient opportunities were built in to address the needs of all learners.</li> <li>A choice of an additional language, clubs in reading, writing, science and mathematics ensured the maximum participation of students, given the constraints in space, funds and staff expertise.</li> <li>Holistic development of students was ensured through the inclusion of subjects such as 'Moral science', and values and community awareness. These were developed through morning assembly, projects and literacy and healthy living programmes for students and their mothers.</li> </ul>			

## 5. How well does the school protect and support students?

	KG	Primary	Middle
<b>Health and safety</b>	Good 	Good 	Good 
<ul style="list-style-type: none"> <li>Systems and procedures for ensuring students' protection and support were good. Included were regular fire drills and programmes to raise students' awareness of the dangers of cyber bullying.</li> <li>Transport services were well organised with improved systems for students' arrival and departure.</li> <li>All staff were vigilant and experienced, as a result of the First Aid and Child Protection training they had received. The well-staffed school clinic kept accurate and detailed records of all students, which were shared with relevant adults.</li> <li>Recent physical improvements to the premises ensured the building was suitable for almost all students. However, access for disabled students to freely enter and leave the school was restricted.</li> <li>The school had developed a strong culture of healthy living. It was proactive in promoting this consistently across the school. The recent integration of physical education across the curriculum further supported this.</li> </ul>			

	KG	Primary	Middle
<b>Quality of support</b>	Good 	Good 	Good 
<ul style="list-style-type: none"> <li>Staff had good relationships with students throughout the school and behaviour was managed well. Teachers and students respected one another and showed care and concern for others.</li> <li>There were secure systems to promote good attendance and punctuality. Parents recognised the importance of maintaining a high level of attendance.</li> <li>Students with special educational needs were admitted to the school and there were effective procedures in place to identify their needs. Support was given in small groups when required and students' progress was monitored routinely.</li> <li>The school had effective personal support for all students including those with special educational needs. The care and support that was provided by the school gave students confidence to ask adults for help when needed.</li> </ul>			

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>• School leaders and governors had ensured admission procedures were inclusive and they welcomed students with special educational needs to the school.</li> <li>• A wide range of information was gathered during meetings including interviews with parents. This information was used to identify students' specific needs accurately, comprehensively and promptly.</li> <li>• The curriculum had been modified effectively for individual students to help them to make better progress.</li> <li>• Parents were informed regularly about their children's progress through formal and informal meetings. For example, six scheduled meetings were conducted during each year to discuss the progress students made. Individual education plans were reviewed and new targets were set based on the progress made by students.</li> <li>• While progress was occasionally slow while students were in class, they generally made better progress when they were withdrawn and were working in small groups.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>• The Principal and senior leaders had a realistic vision based on shared values and a clear understanding that students' learning and well-being should be at the heart of the school.</li> <li>• The leadership of the Kindergarten, primary and middle phases was effective. Within departments, leaders had a variety of experience and understanding in relation to raising standards in teaching and learning.</li> <li>• Most leaders demonstrated capacity to develop the school further.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> <li>• Senior leaders and heads of departments were aware of the school's strengths and weaknesses. They had successfully identified areas for development and brought about positive changes.</li> <li>• The school had focused on the recommendations from the last report although not all areas had been sufficiently addressed. However, the school had made gradual and incremental progress, particularly with regard to Health and Safety issues.</li> <li>• Teachers' professional needs were not always met because school leaders did not rigorously analyse data from lesson observations.</li> <li>• The evaluation of data was not systematic or well-focused and as a result was not adequately linked to analysing learning and improving outcomes for students.</li> </ul>	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>An increasing number of parents were involved in the life of the school. They participated in meetings about their children's progress, attended family events, celebrations and competitions. They attended educational events on topics such as Family and Child Health.</li> <li>Parents appreciated the approachability of the Principal and his staff, their willingness to communicate in their home languages and the clear information about their children's progress through helpful reports.</li> <li>Regular reports gave parents useful information on aspects their children needed to improve. This was in addition to the regular parent-teacher meetings.</li> <li>Various community programmes, including an adult literacy programme and the Mothers' Group which was supported by school staff, provided a helpful service to the local community.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The Board of Governors worked in close co-operation with senior managers and provided support and direction for the school. The Board had broadened its representation by including members with relevant expertise, as well as parents.</li> <li>Board members were kept well-informed about the quality of provision by the senior leadership team.</li> <li>Governors had facilitated useful professional development for teachers. However, there were missed opportunities to hold school leaders to account for improvements as a result of this training.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>School leaders had strengthened the organisation and management structure of the school.</li> <li>Staffing was stable; teachers were well qualified and mostly well deployed.</li> <li>The building was safe and secure, well maintained and used to the best advantage. However, too many classes were overcrowded.</li> <li>The school had invested in technology resources but more training was required in order to maximise its potential for improving learning. Nevertheless, more was required to ensure better access to technology to improve investigations and research.</li> <li>Additional resources had been provided to continue the change to an interactive Kindergarten programme.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	308	46%
	<b>Last year</b>	229	40%
 <b>Teachers</b>	38		84%
 <b>Students</b>	There are no upper secondary-aged students in the school		

- A majority of parents and most teachers completed their surveys. The school did not have senior secondary students.
- Of those who responded to the survey, almost all parents who responded to the survey were happy with the quality of education provided by the school and confirmed that their children enjoyed school.
- Almost all parents felt that their children made good progress in English, mathematics and science but only a minority agreed that progress was good in Islamic Education and Arabic.
- All parents considered that the school kept them well informed of their children's progress through effective reporting and meetings.
- A minority of parents expressed their concerns about the need for greater support and guidance about cyber safety for their children.
- All teachers agreed that inspections had led to improvements in the school and consequently in the progress made by students.

\*The percentage of responses from parents is based on the number of families.

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

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](mailto:inspection@khda.gov.ae)