

**Second  
Follow-Through Inspection Report  
On  
Little Flowers English School**

**Report Published February 2011**

## Basic information

Little Flowers English School was inspected during the 2009-10 academic year as part of the initial quality 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) conducted a Follow-Through Inspection in June 2010 and a second Follow-Through Inspection during September 2010. The purpose of this second Follow-Through Inspection was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the first inspection report, and the subsequent Follow-Through report.

## Progress

Inspectors judged that Little Flower English School had still not addressed the recommendations made by DSIB at the Initial Quality Inspection. Inspectors will continue to undertake Follow-Through Inspections at three monthly intervals until the recommendations made by inspectors have been satisfactorily addressed.

## Overview of progress achieved

Little Flowers School had not made acceptable progress since the last Follow-Through Inspection. Attainment and progress in all subjects was still below expected international standards. While teachers had attempted to use group work this was largely ineffective and the impact of professional development was not yet to be observed. Limited extra and co-curricular activities were available and the needs of the students were still not being met. Improvements to the learning experiences of children in Kindergarten had not become consistent and more coaching for teachers was needed. While changes to the leadership structure had occurred there was a lack of understanding of the newly assigned roles and no clear action plan was in place.

## Initial Quality 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.

Levels of attainment remained similar to the previous inspection. In most lessons observed the majority of students' progress was unsatisfactory as students were not challenged appropriately. Only a few students had improved their skills to expected levels. In most lessons observed teaching remained too directed and did not enable students to raise their attainment levels. Lessons were rigidly planned with minimal consideration for the range of student needs and so many students did not reach required levels. Student performance data was not used to plan lessons and teachers' knowledge of students' attainment was not accurate enough to monitor attainment and progress carefully.

### **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.

Although there was a clear attempt by teachers to introduce group work, the range of teaching strategies remained limited. Many activities given to students were not well matched to their learning needs. Activities lacked challenge and stimulation. Learning was still too passive with students being taught at the pace of the slowest learners. The assessment strategies rarely extended beyond teachers checking if students had completed a worksheet or text book exercise and so learning was not modified to meet individual needs. In most lessons, facts and instructions were stated by the teacher and students were asked to recall knowledge without fully understanding the content or concepts. Coherent objectives were not consistently in place and were not always shared with the students.

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

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

The school had not yet revised the timetables to ensure more opportunities for Physical Education and Art. Initial plans were in place to include clubs and extra-curricular activities from October until December. However, the range of the activities remained very limited with insufficient links to the local community. There was no comprehensive

curriculum plan and departmental plans were simple lists of topics to be covered with no specific learning outcomes. The curriculum in almost all classes was not challenging enough and resources were limited and so did not support the development of a broad curriculum. Most students were capable of working on a much higher level, especially in English as they were able to speak and listen well, yet the curriculum restricted their progress by providing one word choice or completion activities. Activities in almost all classes did not cater for the differing needs of the students. The opportunities for sport and creative subjects were still lacking. The school had recently installed five interactive whiteboards. However, these were not yet in use. Resources overall were not sufficient to engage students consistently in engaging, stimulating learning experiences.

**Introduce more active teaching methods and an activity based curriculum in the Kindergarten;**

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

The school had very recently appointed a new Kindergarten co-ordinator. Also new furniture had been purchased that was more appropriate for children at this age. Despite these steps, learning opportunities remained very limited in the Kindergarten with children sitting on the floor for long periods of time listening to the teacher. Students were expected to repeat after the teacher or answer collectively using 'yes', 'no' or one word answers. Questions were mainly closed and interaction between the children was limited; this did not provide sufficient opportunities for them to develop their communication skills. The Kindergarten activities focused heavily on recording tasks with little opportunities for the children to learn through more hands-on activities, role-play or imaginative play.

**Provide support for students with special educational needs;**

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

The school had taken minimal action to address this recommendation. The medical staff at the school had identified students with evident special educational needs and the teachers of those students were briefed on their difficulties. However, the curriculum was not modified to meet the needs of these students and teaching strategies were not varied enough to match their learning styles.

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**Develop leaders in the school who have the capacity to initiate and implement change in order to raise standards;**

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

The school had introduced a new organisational structure. A new Principal and Kindergarten co-ordinator were appointed at the beginning of the academic year. Additionally, heads of departments were formally appointed with new roles and responsibilities assigned. The new Principal and staff were positive, enthusiastic and eager to move the school forward. However, staff had not yet taken ownership of their responsibilities as there was no clear forum for staff and management to formally meet and discuss the changes in the school. Staff appraisal documents were in place and communicated to heads of department. However, the leadership had yet to develop clear systems and policies for accountability across the school. The board of governors were aware that it would take time for systems and policies to be embedded in the school.

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

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

The newly appointed governing board was familiar with the recommendations from the initial report and was keen on providing the school with support. The governing board was taking a more serious interest in the school and regular meetings were held with the newly appointed Chief Educational Officer (CEO) and Principal. The CEO's role was mainly to act as an intermediary between the school and the board and to support the Principal. However, there was still no clear action plan on how the board would advise and support the Principal in academic related issues. Additionally, there were no clear long term goals or directions on moving the school forward. The board still had a very limited representation from the wider community and there was no formal system for parents to communicate directly with the board.

## 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 they are 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 the school has satisfactorily addresses all of the recommendations from the last inspection.

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).

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

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