

Follow-Through Inspection Report

New World School Private

Report published April 2014

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

Basic information

New World School Private was inspected during the 2013-2014 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 2 Follow-Through Inspections in New World School Private since the full inspection. This Second 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 School Private will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection cycle.

Overview

The school continued to make positive progress towards meeting the recommendations of the previous report. More positive steps had been taken by the leaders, and more investments had been made to enhance the school's overall performance. Internal and external training were conducted and collaboration with external consultants continued to take place. More additions and changes to middle leaders and teaching staff, and better provision for key subjects reflected the school's commitment and dedication to enhancing students' learning. However, the high rate of staff turnover was slowing the improvement process. Many of the school's actions and changes were recent, and inevitably needed more time to be fully effective.

The structure of lessons was improving and as a result students' progress was improving as well. In English, students' speaking and listening skills were improving. Most students had appropriate knowledge of mathematics and science; however their practical abilities such as investigation and problem solving skills were less developed. Although teachers were using more resources to engage students, there was less focus on learning outcomes. In Kindergarten, provision for a wide-ranging curriculum was improving, and more opportunities were provided for students to engage in lessons. However, it was too early for the improved practices to be fully adopted by all teachers as many of the planned activities lacked a clear focus suitable to the students' needs.

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.

The school had taken clear steps to improve attainment and progress, for example in the improved structure of lessons. This was beginning to influence students' learning but not consistently. Overall, there were too many students who were underachieving, including the most able students. Boys were still achieving less well than girls. There were signs that progress in most subjects was improving. In all phases, attainment in English was broadly acceptable in speaking and listening, and often good when students learned lessons in English. Writing skills were weak. In mathematics and science, most students had sound subject knowledge but lacked good investigative and problem-solving skills. The overall performance of Cycle 1 students and kindergarten children in science remained weak.

- 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.

The newly appointed kindergarten leader had introduced a new framework to underpin the delivery of the school's curriculum. New assessment arrangements using age-related expectations had started to improve the quality of the children's attainment. The limited allocation of time and inadequate allocation of staff resulted in variable levels of progress being made by children across the core subjects. Most of the adult-directed activities lacked a clear learning outcome and did not include effectively differentiated activities or the promotion of higher order thinking skills. Improved levels of resourcing resulted in opportunities for students to engage in more regular hands-on learning experiences, but activities were of limited value and did not enhance independent exploration, enquiry or investigation. Almost all students worked collaboratively; shared resources and interacted positively with their peers and adults.

- 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.

There had been improvement in raising students' expectations, and in developing skills for active and independent learning. Where a teacher had a strong understanding of the curriculum and the strategies to deliver it, students made better progress; however too few teachers had developed this capacity. Some improvement was observed in the quality of assessment for learning. Teacher student interaction during lessons, expectations for students and lesson pace remained weaknesses. Few teachers asked stimulating questions to promote critical thinking skills. As such the individual needs of a significant number of students were not adequately met and the improvement of enquiry and critical thinking skills was inconsistent across the school.

- 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.

The school had appropriate assessment systems in place; students' attainment and progress data were recorded and tracked appropriately, and they were available to teachers and administrators through an online tracking system. The newly appointed assessment coordinator frequently shared students' performance data and analysis with teachers, heads of cycles, subject leaders and senior leaders. In Kindergarten, the head analysed the summative attainment data very well and was beginning to use this data to track progress closely against age-appropriate expectations. Although the assessment data was accurately analysed across the different stages, this data was not consistently used to improve teaching or inform lesson planning.

- Develop leadership capacity to improve teaching.

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

The school leadership continued to take more positive steps towards meeting this recommendation. Leaders had been appointed for most key subjects, including a qualified kindergarten leader. Significant changes have been made to teaching staff, and both senior and middle leaders were monitoring teaching more closely. More resources were available, and teachers were encouraged to share best practices. Although some positive practice was now in place, teaching remained inconsistent and was hindered by the significant staff turnover. Despite the better teaching, too many unsatisfactory lessons were observed particularly in Kindergarten and Cycle 1. The school leadership was increasing its capacity to improve teaching but it was too early to have had a whole-school impact on teaching as more time was needed for the new changes to be adopted and understood by all staff.

What happens next?

The school has not met all of the recommendations to an acceptable level. New World School Private 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.

Copyright © 2014

This report is for internal use only and for the self-evaluation purposes of the school.

It should not be used for commercial purposes or in connection with a prospectus or advertisement.