

Follow-Through Inspection Report

New World School Private

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Knowledge and Human Development Authority

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Basic information

New World School Private 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.

Dubai Schools Inspection Bureau (DSIB) has conducted three Follow-Through Inspections in New World School Private since the full inspection. This third Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

Progress

The school had met all the recommendations to an acceptable level. New World Private School will be scheduled as part of the regular inspection cycle for a full inspection during the next academic year.

Overview

Since the previous inspection, the school had continued to work diligently on its key priorities for improvement. The leadership team remained focused and had consistently reviewed their development plans to reflect the progress made. Staff training remained a key focus and was closely linked to the needs of teachers and teaching assistants. Practical and knowledgeable support and guidance from subject leaders and the kindergarten leader also played a major role in staff development. The school had been committed in its efforts to strengthen its policies and its systems to support staff. For example, assessment procedures were well embedded and even included features of personal development. The assessment of students' work was linked more directly to international standards. The school had taken vital decisions about staffing to minimise any weaknesses in teaching. Staff turnover was now less of an issue for the school leadership team.

As a consequence, the quality of the teaching and curriculum had improved. In lessons, teachers adopted a common format of planning, used assessment information to design relevant lessons and expected more from students than they did previously. The constructive student teacher relationship, and the bright, well-resourced learning environment resulted in students being positive about their work and behaving well. There was a consistency of approach among all teachers which was reassuring for students. Almost all the teaching seen during the inspection was acceptable or better. This meant that students were making better progress and attainment

was beginning to improve. Staff had started to believe in themselves more and morale was positive. Through this robust development, the school proved that it had the capacity to make further improvements..

Inspection recommendations

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

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

The school had taken many steps to improve the attainment and progress of students in all phases and subjects. In addition, teachers were making better use of international benchmarks to validate test results. Almost all of the progress and attainment seen in lessons, workbooks and test results were at least acceptable. The gap between boys' and girls' achievement across the school had narrowed, except in English; most girls had a broader vocabulary and better comprehension skills. Reading throughout the school and the extended writing skills of senior students remained inconsistent. In mathematics and science, improved teaching in the senior cycles had led to better critical and higher order thinking. Students had more opportunities for investigation and problem solving, which resulted in greater student interest and involvement.

- 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 met the requirements of this recommendation to an acceptable level.

The commitment of the kindergarten leader and staff had made a positive impact on the provision for children. The adoption of the Early Years Foundation Stage curriculum from England provided more consistent and age-appropriate teaching, and resulted in more opportunities for children's engagement. Using new assessment procedures, teachers were increasingly aware of children's capabilities. They were beginning to set work to match their needs more accurately. Children were better able to learn through a practical approach, although a few teachers still dominated the class too much at times. The cross-curricular activities and the efficient use of indoor and outdoor resources had also helped to improve the quality of the children's attainment and progress in all the areas of learning observed. The rapport between staff and children, together with the stimulating setting, made the Kindergarten a happy and encouraging learning environment.

- 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 met the requirements of this recommendation to an acceptable level.

The school leaders had continued to work successfully on developing curriculum understanding and teaching expertise. There had been significant improvement in raising the expectations of students in lessons and in providing more scope for active and independent learning. As a result, more students were making better progress in the key subjects. Well-focused training at whole-school and departmental level had supported this ongoing development. Teachers were making better use of assessment information to guide their planning although differentiation was not yet consistent enough in lessons. There was positive teacher-student interaction during lessons. Teachers were asking purposeful questions to stimulate students' enquiry and critical thinking skills.

- 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 focussed investment on additional software and specialised assessment tools. A new assessment co-ordinator, with international experience, had provided the school with relevant support and expertise. The assessment data were detailed and realistic, as they were linked to international benchmarks. The progress of all students was carefully tracked and analysed according to groups such as class, phase, gender, nationality and, where appropriate, special educational needs. This information enabled staff to make more informed plans for each student. This resulted in effective modification of the curriculum to provide appropriate support for less able students and those with special educational needs. The use of assessment data was less well developed in Kindergarten.

- Develop leadership capacity to improve teaching.

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

The school continued to make positive steps towards improving the school and, in particular, teaching. Subject and cycle leaders were increasingly effective in monitoring lessons and demonstrating best practices to teachers. Frequent training by external consultants and senior leaders covered all aspects of teaching and assessment and staff had responded very well. There was a genuine consistency of approach in teaching, helped by a reduced turnover of staff. The school had ensured ample learning resources and these were being used well in

classrooms and laboratories by teachers and students. The teaching and learning seen in lessons were broadly acceptable in all phases, with some that was good. As a result, attainment was beginning to improve.

What happens next?

The school has met all the recommendations to an acceptable level. New World School Private will be scheduled as part of the regular inspection cycle for a full inspection during the next academic year



Dubai Schools Inspection Bureau
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How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:
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