

INSPECTION REPORT

2022-2023



LITTLE FLOWER ENGLISH SCHOOL

INDIAN CURRICULUM






ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

 Location	Hor Al Anz
 Opening year of School	1984
 Website	www.littleflowerdubai.com
 Telephone	971426676
 Principal	Abdullakutty Valappil
 Principal - Date appointed	10/9/2011
 Language of Instruction	English
 Inspection Dates	26 to 30 September 2022





STUDENTS

 Gender of students	Boys and girls
 Age range	4-12
 Grades or year groups	KG 1-Grade 6
 Number of students on roll	940
 Number of Emirati students	0
 Number of students of determination	33
 Largest nationality group of students	Indian

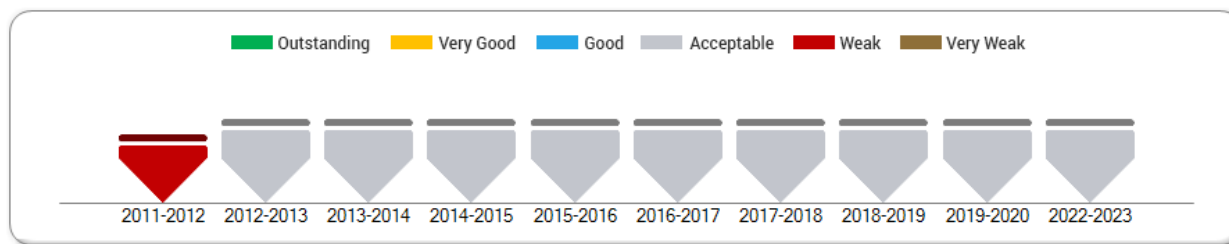
TEACHERS

 Number of teachers	45
 Largest nationality group of teachers	India
 Number of teaching assistants	4
 Teacher-student ratio	1:21
 Number of guidance counsellors	1
 Teacher turnover	31%

CURRICULUM

 Educational Permit/ License	Indian
 Main Curriculum	Indian
 External Tests and Examinations	CBSE
 Accreditation	None

School Journey for LITTLE FLOWER ENGLISH SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

<p>STUDENTS OUTCOMES</p>	<ul style="list-style-type: none"> From starting their journey through school with very limited skills in English, children in the Kindergarten (KG) rapidly gain confidence in speaking and listening. They make good progress in science, and this continues across the school. Achievement across other subjects in the Primary matches age-related expectations, although their progress is good in Islamic Education. Students in the Middle school achieve well in mathematics and science. Student's learning skills are well developed in the KG and middle phase but less so in Primary
<p>PROVISION FOR LEARNERS</p>	<ul style="list-style-type: none"> The quality of teaching is variable. It is more successful in KG and Middle, where students have regular opportunities to develop good learning skills. The use of assessments to support effective learning is not fully established. The curriculum engages students. Procedures to identify and support the needs of different learners are not well established. Care, guidance, and support for students is given a high priority. Systems to ensure their safety and well-being are highly effective.
<p>LEADERSHIP AND MANAGEMENT</p>	<ul style="list-style-type: none"> The principal plays a pivotal role in promoting the school's vision. Leaders have an accurate understanding of the school's strengths and areas for development because self-evaluation has improved. Parents hold the school in high regard. Governors have been successful in enabling the school to function despite the low fees. The school runs smoothly and, for the most part, staff members are deployed effectively. Learning resources are limited.

The best features of the school:

- The pivotal role of the principal in sustaining a shared vision among the staff, students, and parents
- The calm, purposeful learning environment, underpinned by excellent relationships and mutual respect among staff and students
- Students' extremely positive attitudes, exemplary behaviour, and sense of responsibility for the environment
- The teaching and learning in the KG and middle school, which leads to good progress, particularly in science
- The procedures for ensuring students are cared for, guided, and supported

Key Recommendations:

- Accelerate progress in the primary phase, by sharing the good practice in teaching in the KG and middle phases and in refining the use of assessment information to meet the needs of all students.
- Ensure that all aspects of compliance in Arabic, as an additional language, are met.
- Ensure that planned adaptations to the curriculum are implemented during lessons.
- Urgently pursue the planned extension to the premises to provide a more accessible library and suitable facilities for staff members to prepare lessons.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Acceptable
<p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
<p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
<p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
Learning skills		Good	Acceptable	Good ↑

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Very good ↑	Good	Good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations	Not applicable

- International assessment data show improvement in students' overall scores in TIMSS. In the NAP, the progress of mathematics and science are stronger than in English in 2022.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- The leadership team supports the vision of the National Agenda. Their action plan clearly describes the intervention steps. As well as monitoring and measuring processes, they use the assessment information to inform planning and teaching to improve students' achievements.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- The school registered for EI Reading Assessment this year, which is approved by the KHDA. There is sufficient evidence to indicate that students' reading skills are improving. However, little evidence was provided to show the effective development of learning skills. The promotion of inquiry and critical thinking is strongest in science.

Overall, the school's progress towards achieving the UAE National Agenda targets is approaching expectations.

For Development:

- Increase the level of challenge through promoting students' critical thinking and investigation skills, particularly in mathematics and science.
- Compare students' results in internal and external assessments with their scores in the cognitive tests.
- Promote students' wider reading in mathematics and science.

Well-being

The quality of wellbeing provision and outcomes is at a moderate level:

- The school has a clear vision for wellbeing, informed by survey findings. This results in a wellbeing-focused ethos. An action plan and policy have been developed by leaders and the wellbeing officer. The governors review the school's action plan and hold senior managers to account for the quality of provision. School leaders have yet to initiate a review of the action plan. The school has begun to collect, analyse, and use data from students, parents, and teachers to monitor and modify their approach to wellbeing.
- Staff members identify students who appear to have wellbeing issues and provide them with appropriate support. Parents are kept informed, and their consent is sought in advance of any interventions. Further work is planned to support new teachers, students, and parents, including access to wellbeing information and focused professional development and training. The principal displays empathy and makes time to listen to parents' concerns.
- The school uses a range of approaches to develop the wellbeing of students; however, these strategies require further development. Wellbeing has yet to be prioritised in curriculum planning across all phases. Wellbeing assemblies have become a priority and deliver a clear message to the students. Students are very well supported by the school's medical staff. The school is working hard to promote a safe and secure environment in their wellbeing programme. Parents say their children feel safe and happy in school. This is evident in students' very positive behaviour, attitudes, and engagement with others.

UAE social studies and Moral Education

Social Studies

- The school has adapted the UAE social studies curriculum as a stand-alone subject for Grades 1 and 2, while it is integrated with the CBSE programme in the upper grades. Students' use of resources and technology makes their learning meaningful.
- Students often collaborate and use technology to explore and make connections between areas of learning. They take interest in researching and sharing information about UAE culture and heritage. Students make good use of the opportunities given to present information in the form of models, projects, and accounts on display boards.

Moral Education Project

- The school adeptly complies with the Ministry of Education (MoE) four pillar content with an integrated approach across the phases. The use of resources and technology make learning more interesting and practical.
- Students interact enthusiastically to make connections to different walks of life. Case studies and simulations are integral components of the learning process. Students make good use of the opportunities given to present information and stories on display boards.

Main Inspection Report

1. Students' Achievement

Islamic Education


	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' attainment is in line with curriculum expectations, although assessment information does not entirely reflect their current attainment levels. While students in the primary and middle phases make progress in lessons, this is less evident when progress from their starting points is analysed.
- Students demonstrate well-developed skills in Holy Qur'an recitation and the application of Tajweed, particularly in the Primary grades. Students in the middle school show strong knowledge of Seerah and the life of companions. Their progress in developing a national identity is underdeveloped.
- As a result of additional enrichment activities and a focus on recitation, students in the upper primary make considerable gains in the skill of recitation and knowledge and application of rules of Tajweed. However, this improvement is yet to be reflected in the overall progress of students in the middle phase.

For Development:

- Raise students' skills by providing more opportunities for them to work independently and engage in research.
- Challenge students to provide evidence from the Holy Qur'an and Sunnah in their oral and written responses to questions.

Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable 	Acceptable

- Across the school students make steady progress. It is slightly stronger in the upper primary and middle grades. Lower primary students make slower progress in their language skills. Attainment in both phases remains broadly in line with expectations.
- Most students in the primary phase are developing an appropriate range of vocabulary. In the upper primary and middle grades, students have improved their reading, comprehension and writing skills. Middle school students are developing their speaking skills more slowly and their vocabularies are limited.
- Additional support for students new to Arabic is beginning to improve their reading skills. However, the current grouping of students has an adverse impact on their progress in lessons. As a result, their progress in Primary has declined.

For Development:

- Provide students with a variety of learning experiences to embed new learning.
- Provide more opportunities for students to practise and consolidate their newly acquired language skills.

English

	KG	Primary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- From starting school with limited skills in English, children in the KG make a very strong start in developing their language and communication skills. Weaknesses in extended writing negatively impact students' subsequent performances, particularly in the primary phase.
- Rapid progress is made in students' spelling, vocabulary, grammar, and speaking skills. Progress in lessons is often modest and in creative writing, progress is limited, especially in Primary.
- In the primary and middle phases, the use of a full range of reading strategies for research is variable. Writing remains underdeveloped in terms of accuracy and use for a range of purposes.

For Development:

- Ensure more robust strategies and targeted actions to improve students' writing skills, particularly when writing at length.
- Improve students' reading comprehension skills so that they gain confidence in researching information.

Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑

- In all phases, most students are attaining at the expected curriculum standards in mathematics. Middle phase students are achieving better than those in the other phases, through building on their well-developed learning skills.
- Across the phases, number work is stronger than other areas of mathematics. Students do not perform as well in solving word problems. Many students are not adept at explaining their mathematical reasoning.
- Since the previous inspection, refinements to the curriculum have had a positive impact on students' achievements. For example, practical activities in the KG and graded class worksheets in the middle phase are supporting learning. Primary students do not have sufficient opportunities to lead their own learning in classes or to conduct mathematical investigations.

For Development:

- Provide more opportunities for the students to think critically, solve problems and communicate their learning.
- Include opportunities for students to assess their own and each other's work against lesson objectives.

Science

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good

- In the primary phase students demonstrate secure understanding of scientific thinking and the application of scientific knowledge. They routinely make predictions, explain their reasoning, communicate their ideas with confidence, and draw conclusions. In the middle phase, students' critical thinking and problem-solving skills are also well developed.
- The recent emphasis on practical work, through laboratory stations in classes, enables students to develop independent enquiry and research skills. Activity based learning, flipped classes, projects and research-based tasks enrich the learning experiences of students.
- Skill-based assessments and structured tasks in lessons to meet the needs of all groups of students are recent initiatives. However, students' critical thinking skills, their reasoning and questioning skills are still emerging.

For Development:

- Enhance students' skills of critical thinking and problem-solving in all lessons.

Learning Skills

	KG	Primary	Middle
Learning skills	Good	Acceptable	Good ↑

- Students are prepared to take increasing responsibility for their own learning. When offered opportunities, students extend their learning skills and display them in a variety of situations. This is particularly evident in the KG and middle phases, where they demonstrate confidence when working independently.
- Students can find things out for themselves and sometimes they use technology to support their learning. They are actively involved, maintain interest in lessons, and collaborate well when working in groups. They discuss their learning with varying levels of competence.
- The best examples of students' learning skills are evident in Islamic Education, mathematics, and science, reflecting the increased focus on promoting learning skills since the previous inspection.

For Development:

- Enhance students' learning skills, particularly in the primary phase.
- Provide more opportunities for students to assume responsibility for their learning, think critically and be proactive in lessons.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Students across all phases are keen to learn. Positive attitudes prevail in most lessons and students respond well to adults. Upper primary and middle school students have more opportunities to demonstrate self-reliance. Most students demonstrate self-discipline inside and outside their classrooms.
- Relationships between students and the staff are mutually respectful, with care and consideration shown. Behaviour in lessons and around the school is generally, exemplary. Students are very punctual to lessons, although attendance rates require improvement.
- Students participate enthusiastically in physical education. They enjoy various sporting activities in school. Students demonstrate strong awareness of the importance of healthy lifestyles and make proper choices when choosing their meals.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students demonstrate secure understanding and respect for Islamic values. Most students show well-developed knowledge and awareness of these values and how they affect them. They apply the values of generosity and care for others during the month of Ramadan.
- Students across the school consistently show they are very respectful towards Emirati culture. They participate in many cultural events that promote the heritage of the UAE, for instance, the National Day and Flag Day. Students sing the UAE national and Indian national anthems with due reverence.
- Students actively participate in various local and Indian cultural celebrations and events. As a result, their understanding of their own culture is strong. However, their awareness of other world cultures is limited.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Across the school, students have a good work ethic. In lessons, they are active learners and readily engage in classroom activities.
- In all phases, students appear happy, curious, and engaged. Incidents of bullying are rare. Students show empathy and tolerance towards each other.
- Students are beginning to show strong understanding of their responsibilities as global citizens as they develop projects to protect and sustain and the local environment.

For Development:

- Enhance students' global awareness by planning activities in all phases to expand their understanding of world cultures.
- Increase opportunities for all students to become more innovative and creative learners within and outside of the classroom.

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Good ↑

- In the KG and middle school, teachers convey their knowledge confidently to students. Their use of questions in the primary phase to extend students’ understanding, and deepen their knowledge is inconsistent. This restrains the development of students’ critical thinking and innovation skills.
- In the most effective lessons, teachers plan activities that engage students. Teachers ask students research-based questions, particularly in science and mathematics in the middle school. In Islamic Education, in the primary and middle phases, teachers use educational technologies effectively.
- Lessons are not always taught as planned, particularly in the Primary grades. Ongoing checks of learning in lessons is inconsistent, as is the quality of feedback in notebooks. This is restricting opportunities to inform students of their next steps and for students themselves to take responsibility for their actions.

	KG	Primary	Middle
Assessment	Good	Acceptable	Acceptable

- Although assessment data are systematically collected and analysed across the phases, they are not used fully in lesson planning to match work to students’ learning needs.
- External assessment data for each subject are analysed, but these are used inconsistently to benchmark and evaluate students’ learning outcomes. Data are sometimes used to track students’ progress over time; however, teachers’ oral and written feedback to students on their progress is variable.
- The use of internal assessment information to inform curriculum development and to plan lessons is underdeveloped, except in KG, where teachers have secure knowledge of the capabilities of the children. In most lessons across the school, teachers’ use of ongoing assessments is evident, but this is still not an embedded and reliable practice.

For Development:

- Provide more opportunities for students to assess their own progress towards specific objectives.
- Analyse assessment data to identify and support students’ individual learning needs.
- Ensure that all teachers understand and implement effective assessment processes and provide students with regular, accurate and personalised feedback on their progress.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Acceptable	Acceptable

- The curriculum meets most of the CBSE requirements. The curriculum in the KG includes all elements prescribed by the NCERT pre-school framework. The content and activities are appropriate to the ages and abilities of students, with a reasonable focus on the development of knowledge and skills.
- The curriculum provides students with a suitable start in KG, successively transitioning into the primary and middle grades, with some choices and sufficient opportunities to nurture their talents, interests, and aspirations. Cross-curricular links are established in some, but not all lessons, enabling students to transfer learning across subjects.
- The curriculum is reviewed regularly to identify content gaps and to attempt to meet the learning needs of students. The department heads are beginning to explore different models of curriculum development to suit the school's needs.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The primary school curriculum is moderately challenging, while the KG and middle school curricula routinely incorporate challenging activities to meet the needs of students. Curriculum planning is generally adapted according to the needs of those identified as having gifts and talents, and students of determination. However, curriculum implementation during lessons is inconsistent.
- The curriculum is planned to encourage students' innovation and enterprise. The school provides a variety of extra-curricular activities that promote students' creativity and contributes to their health and well-being. The enrichment activities develop social responsibility and personal development.
- The school's curriculum ensures that students understand and appreciate the culture and heritage of the UAE. There are insufficient opportunities for students to develop their understanding of worldwide cultures.
- The school provides one lesson of Arabic in the KG.

For Development:

- Enable students to be challenged and apply their skills of critical thinking.
- Ensure that there are more opportunities for students to be innovative and enterprising.

5. The protection, care, guidance, and support of students

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school's child protection policies are comprehensive, and procedures are regularly reviewed and updated.
- Effective security policies and protocols are in place. Regular reviews result in ongoing modifications to policy and practice and ensure that the school's needs are being met. Regular checks on maintenance and its procedures are highly effective. Onsite medical support is very effective, and records meet high standards and are regulated.
- Trusting relationships between students and teachers are evident. Across the school, students demonstrate secure understanding of what constitutes a healthy lifestyle.

	KG	Primary	Middle
Care and support	Very good ↑	Good	Good

- Teachers and students respect one another; an atmosphere of care and courtesy permeates all phases. High-level personal support is prioritised and implemented for children in the KG. Good behaviour is the expected standard across the school and is underpinned by a clear and comprehensive range of policies. Students, parents, and the staff are updated regularly on any key policy changes.
- The school maintains accurate records of attendance and punctuality, and parents are contacted when necessary. When students of determination are identified, additional support is provided, enabling greater levels of social, emotional, or academic care. However, the identification procedures lack sufficient focus on early intervention and support mechanisms.
- Teachers know all students well and promote their wellbeing. Counselling is available to students when needed and is managed by school leaders in a sensitive and confidential manner.

For Development:

- Implement a more rigorous identification policy for students of determination, including those who may be gifted or talented.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and leaders report that the school is experiencing financial challenges, especially post-Covid. The school lost several very experienced teachers and is finding it difficult to recruit suitable replacement to support inclusion. The governors are determined that the school will be fully inclusive when they can provide the resources and staffing to do so.
- Identification of students of determination is very much a work in progress. The systems in place require greater rigour to ensure that early identification is given due priority. Interventions remain a challenge. Although many are planned for, the school cannot provide them due to financial constraints on the costs of formal assessments.
- Parent partnerships are a really strong feature in this school. A very well-attended parents' meeting provided testimony for the good work the school is trying to achieve for their children. They and their children feel welcome, respected, and treated with dignity. Parents reported on their high expectations for their children. However, these often ended in disappointment, when key teachers left, or resources were unavailable to support them.
- Governors have provided four teaching assistants to support students in some classes. Modification of the curriculum remains a huge challenge for all. Professional development has been identified to improve modification practices and reduce learning barriers.
- The measuring of progress towards individual targets is insecure. Individual education planning has commenced but its effects in classrooms remain inconsistent. Counselling, however, provides emotional and personal support to individual students.

For Development:

- Implement a more rigorous identification policy to ensure the additional needs of all students are managed successfully and, at the earliest possible opportunity.
- Provide targeted and specific training to support the best possible inclusive practices, to improve the progress for all students of determination.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable

- The principal plays a pivotal role in sustaining a strong sense of purpose and promoting the school's vision. He draws on his wide experience to support the staff in sustaining the ethos within a calm, caring and purposeful environment. Subject leaders are aware of successful approaches to promoting students' learning skills and they are making progress in improving teachers' classroom practice. The impact of strong leadership is apparent in student's personal development but is not yet leading to high academic attainment.
- Leaders have a more accurate understanding of the school's strengths and areas for development because self-evaluation has improved. Better analysis of assessment information and checks on the quality of teaching enable subject leaders to improve development plans. As a result, there has been some improvement in students' achievements, but inconsistencies remain in the interpretation of assessment information.
- Parents hold the school in high regard. The school engages successfully with parents as partners in their children's learning and development. Communication strategies are robust, and parents are well informed about their children's academic progress and social development. Parents take pride in the school's contribution to the community. Parents are highly appreciative of the school's initiatives and approaches that result in their children becoming responsible citizens.
- Governors have a broad range of expertise and have a remarkable degree of success in enabling the school to function successfully despite the low fees. They share a high level of commitment to the school and a passion for the role of the school in the community. Two of the seven governors are parents of current students. Each governor has responsibility for key aspects, such as inclusion. They visit the school and liaise with leaders to gain insights into the provision and outcomes, enabling them to hold leaders to account.
- The school runs smoothly and for the most part teachers are deployed effectively. The four teaching assistants make valuable contributions during lessons, but they are too few in number, constraining the ability of teachers across the school to support the learning needs of different groups of students. Learning resources are limited, but those that are available are used effectively. Facilities for information technology have been upgraded and are increasingly used by teachers and students.

For Development:

- Embed systematic self-evaluation, using internal and external data to provide a more accurate picture of strengths and areas for development
- Refine improvement planning to ensure that targets are specific and achievable.
- Urgently pursue plans to extend the premises to provide a much-needed library and an area for teachers to prepare lessons.

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

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae