

**Second
Follow-Through Inspection Report
on
English Medium Private School**

Report published May 2011

Basic information

English Medium Private School was inspected during the 2009-10 academic year as part of the regular 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 May 2010 and a second Follow-Through Inspection during November 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 English Medium Private School had still not satisfactorily addressed the recommendations made by DSIB at the previous inspection. Inspectors will continue to undertake Follow-Through Inspections at three-monthly intervals until the recommendations made by inspectors have been satisfactorily addressed.

Overview

The school had made commendable improvements to its provision for students but had not yet met the requirements of all the recommendations to an acceptable level. Instances of physical and emotional abuse had been minimised, although a small amount remained. The school was committed to eradicating it completely. The Board of Trustees had helped to bring about a fundamental change in the way the school was led and managed. This had resulted in the appointment of new senior posts to share the leadership responsibilities. Senior staff members were bringing their skills to help the school develop and improvements were seen in the quality of teaching. The investment by the school in better training for teachers was a contributory factor. Teachers had begun to give students more ownership of their learning and to encourage them to think for themselves. Interactive learning was more commonplace in classrooms than before. However, some unsatisfactory teaching remained, especially for younger students. The school had started to invest in new resources for students, notably in Kindergarten, but there were still too few resources to support teaching and learning throughout the school.

Inspection Recommendations

Ensure that the use of corporal punishment and emotional abuse in the school ceases immediately.

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

The leadership had placed significant emphasis upon ensuring that all staff understood that they were not allowed to use any kind of corporal punishment or emotional abuse, and made them clearly understand the serious consequences of doing so. Students and counsellors confirmed that this problem had decreased significantly, thus creating more positive attitudes to learning in the school. However, there was evidence that some verbal abuse of older students still took place. In Kindergarten, children mentioned that physical responses were sometimes used by teachers as a means of managing misbehaviour in the classroom.

Develop shared leadership so that all staff can carry out their duties and make a greater impact on the life of the school.

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

New co-ordinators had been appointed to lead the key areas of the school. They had clear job descriptions and were increasingly influential in the decision-making processes of the school. For example, they were fully involved in monitoring the work of colleagues, creating the school improvement plan and appointing new staff. They met weekly with the Principal to resolve any issues. Heads of department were also contributing more to teaching and the curriculum in their subjects. They supported staff development and promoted new ideas in the classrooms, such as the use of resources, to which teachers were receptive.

Develop the curriculum and teaching strategies to encourage children in the Kindergarten to

explore, investigate and develop their creativity;

provide active and age-appropriate learning across the school,

develop students' abilities to think for themselves so that all students have improved learning opportunities;

ensure that teachers plan appropriate outcomes for each lesson, setting out what children need to understand, as well as know and do.

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

The school had provided additional resources and training to support learning in the Kindergarten but with limited impact; teaching and learning were still unsatisfactory. Teachers had not yet developed children's learning enough through investigation, exploration and creative play, as well as direct teaching. Teaching was better elsewhere in the school, especially for older students and had improved since the first Follow-Through Inspection. In the best lessons, teachers had strong subject knowledge, they provided good opportunities for students to share, discuss and evaluate their work and they ensured a good pace of learning. However, not all teachers routinely planned learning activities to provide such opportunities for students nor did they provide consistently challenging work to improve learning progressively effectively.

Provide teachers with adequate training, support and resources so that they are able to carry out their duties effectively.

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

Since the last Follow-Through Inspection, the school had conducted several workshops and training programmes, mostly run by external, accredited organisations. This training correctly focused on developing teaching techniques, especially through the promotion of child-centred learning. Although the impact of these workshops was not evident in all classrooms, many teachers were already integrating new strategies in their classes, most noticeably in the upper grades. However, this development was still in its developmental stage, particularly in Kindergarten. Although some investment in equipment has been made, the school still lacked many resources to enhance students' learning more effectively. Most of the materials used in classrooms were made by the teachers themselves or by the students.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of English Medium Private School until the school has progressed to the stage where it is 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 all of the recommendations from the last inspection have been satisfactorily addressed.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

How to contact us

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