

**Second
Follow-Through Inspection Report
on
Al Ameen School**

Report published May 2010

Basic information

Al Ameen School was inspected in November 2008 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, school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) conducted a Follow-Through Inspection during March 2009. A second Follow-Through inspection was conducted during October 2009. The purpose of this 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.

Progress

Inspectors judged that Al Ameen School had made acceptable progress towards addressing the recommendations from the Initial Quality Inspection and, as a result, will not require further Follow-Through inspections. The school will now enter the cycle of regular inspections during 2009 - 2010.

Initial Quality Inspection Recommendations

- Raise standards in all subjects across the school;
- Increase students' appreciation of the pluralistic society of Dubai and the region's traditions and cultures;
- Improve the quality of teaching in all subjects so that students are actively involved in their learning;
- Implement assessment procedures that analyse students' progress and ensure that teachers use the information to plan the next stage of learning;
- Implement rigorous systems to monitor teaching and learning and support middle leaders' role in this with professional development;
- Ensure that school improvement planning has specific outcomes and interim goals.

Overview of progress achieved

Raise standards in all subjects across the school.

The school had continued to make satisfactory progress towards addressing this recommendation.

The school had begun to implement a system that allowed teachers and students to track the individual progress of students in English, mathematics and science. The school had conducted baseline assessments in each of these subjects and analysed the data in order to identify priorities within departments and to inform planning.

The school had started to implement a student-centred learning approach across all subjects and this has been well received by teachers and students.

Increase students' appreciation of the pluralistic society of Dubai and the region's traditions and cultures.

The school had continued to make satisfactory progress towards addressing this recommendation.

The school had taken appropriate steps to involve students in various environmental groups and projects that allowed them to develop their understanding of Dubai in the modern world. Students had participated in a number of visits that enhanced and consolidated their knowledge and understanding of Dubai's history, traditions, cultures and pluralistic society.

Improve the quality of teaching in all subjects so that students are actively involved in their learning.

The school had continued to make satisfactory progress towards addressing this recommendation.

In the lessons observed there was evidence that teachers had started to place greater focus on students' learning. This was as a result of a whole school policy in which teachers started to implement a four part lesson that was more student centred. Students stated that they enjoyed lessons better as a result. The school had upgraded the ICT facilities and provisions in order to better meet the needs of the students. Curriculum targets in English, mathematics and science were made available to the students and the students were aware of their own targets.

Implement assessment procedures that analyse students' progress and ensure that teachers use the information to plan the next stage of learning.

The school had continued to make satisfactory progress towards addressing this recommendation.

The school had developed and started to implement a tracking system in English, mathematics and science that allowed students' attainment and progress to be tracked. Student learning profiles had been introduced; this informed parents and students about individual student's progress. This tracking system was used by staff to inform planning and to improve learning. In addition, the tracking allowed teachers and administrators to improve student learning by identifying areas for development.

Implement rigorous systems to monitor teaching and learning and support middle leaders' role in this with professional development.

The school had continued to make satisfactory progress towards addressing this recommendation.

Teachers were observed formally by senior management on a regular basis. This was in addition to peer observations that allowed opportunities for feedback to be provided. Learning coaches had been used to assist teachers in implementing a variety of teaching and learning methods.

Ensure that school improvement planning has specific outcomes and interim goals.

The school had made significant progress towards addressing this recommendation.

The school's action plan was clear with measurable outcomes and clear success criteria in terms of student outcomes. Consequently, the English, mathematics and science departments had developed departmental action plans that included specific outcomes and interim goals.

Professional development had been well received by teachers who had broadened their teaching practice as a consequence.

What happens next?

As a result of the progress made by Al Ameen School towards meeting the recommendations from the Initial Quality Inspection, DSIB will undertake no further Follow-Through Inspections in relation to the initial inspection of the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

How to contact us

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