

**Follow-Through Inspection Report
on
Al Shorouq Private School**

Report issued June 2009

Basic information

Al Shorouq Private School was inspected in February 2009 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 May 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 Shorouq School had made satisfactory progress towards addressing the recommendations from the Initial Quality Inspection and, as a result, will not require further Follow-Through inspections.

At the time of the next full inspection the school will have an opportunity to alter the unsatisfactory grading achieved in the Initial Quality Inspection.

Initial Quality Inspection Recommendations

- Improve the progress and attainment of students:
 - In English, particularly in the use of clear spoken English and in reading and writing longer, more complex texts;
 - In practical, investigative mathematics and science, particularly for older students;
 - Through more practical activities in the Kindergarten;
- Improve the quality of teaching, learning and assessment particularly for boys in Grades 5 to 12;
- Improve the curricula for English, mathematics and science, especially for students who are more able and those requiring additional help in their learning;
- Improve the quality of academic and pastoral guidance and support for all students;

- Attend to health and safety issues raised with senior managers during the inspection and immediately curtail teachers' physical and verbal abuse of students;
- Improve leadership and management by:
 - Sharing the school's aims and values with all stakeholders;
 - Developing staff appraisal and agreeing job descriptions;
 - Monitoring teaching and the curriculum rigorously and regularly;
 - Developing formal processes for self-evaluation and improvement planning;
 - Improving links with parents;
 - Prioritising a system of professional development for all staff.

Overview of progress achieved

Improve the progress and attainment of students;

- **In English, particularly in the use of clear spoken English and in reading and writing longer, more complex texts; I**
- **In practical, investigative mathematics and science, particularly for older students;**
- **Through more practical activities in the Kindergarten.**

The school had made satisfactory progress in addressing this recommendation.

Students had completed several extended reading assignments, and had written poems and narratives in both fiction and non-fiction genres. The students had completed laboratory assignments in three science courses that involved practical application of the scientific method and the writing of reports. Students reported that mathematics classes included more applied problems and more thinking questions. As examinations were underway, updated attainment data was not available at the time of the Follow-Through Inspection. The Kindergarten was closed for summer recess at the time of the Follow-Through Inspection.

Improve the quality of teaching, learning and assessment particularly for boys in Grades 5 to 12

The school had made satisfactory progress in addressing this recommendation.

Students reported that lessons in Arabic, English, mathematics and science had become more active and engaging since the Initial Quality Inspection. Several examples were given of student-centred work that allowed greater achievement to occur. Heads of English and mathematics provided evidence of improved assessment practices. The school had developed detailed assessment guidance for teachers to use in assessing student learning.

Improve the curricula for English, mathematics and science, especially for students who are more able and those requiring additional help in their learning

The school had made satisfactory progress towards addressing this recommendation.

The curriculum had been enriched to provide more active learning in four key subjects. Able students received more challenging work and different assessments of their learning. Students were given the opportunity to participate in an external competition which challenged them to learn and produce documents showing their learning at a high level of difficulty. There was evidence that students requiring additional help were provided for during extra classes prior to morning assemblies. A revised English curriculum had been developed for students in Grade 6 to 9, for introduction in September 2009. The curriculum for Grades 10 and 11 had been enriched by an emphasis on vocabulary, reading and writing, and a summer TOEFL course was planned to start later this month. The staff had planned a modified curricula for high and low-attaining students for the next academic year and a complete scope and sequence document for English teaching had also been developed.

Attend to health and safety issues raised with senior managers during the inspection and immediately curtail teachers' physical and verbal abuse of students

The school had made satisfactory progress towards meeting this recommendation but there was evidence that two teachers persisted in treating boys inappropriately.

The school had conducted an emergency exit drill recently, and had enhanced safety by having Civil Defence personnel visit the school. Doors in the school were locked and unlocked as needed to ensure student safety. An emergency event committee had been established for each of the four sections of the school.

Improve the quality of academic and pastoral guidance and support for all students

The school had made satisfactory progress towards addressing this recommendation.

There was evidence of a renewed and effective emphasis on monitoring students' arrival times and consequently, students were punctual to classes. The school planned to recruit a full-time social worker to provide support to students beginning in September 2009. Grade 12 students had visited two universities for guidance toward post-secondary education and the school had hosted a visitor from a university to provide guidance to students.

Improve leadership and management by:

- **Sharing the school's aims and values with all stakeholders;**
- **Developing staff appraisal and agreeing job descriptions;**
- **Monitoring teaching and the curriculum rigorously and regularly;**
- **Developing formal processes for self-evaluation and improvement planning;**
- **Improving links with parents;**
- **Prioritising a system of professional development for all staff.**

The school had made satisfactory progress towards meeting this recommendation.

There was an action plan available in Arabic and English that included objectives, duration, procedures, monitoring, responsibilities, supports, and indicators of success.

School leaders had developed job descriptions for teachers and, in addition, the school had established a self-appraisal system for teachers to keep records of their teaching. This system used a check-list of competencies including lesson planning and assessment of learning, as well as personal development plans for each teacher.

The school had employed a consultant to supervise teaching in Arabic, and planned to hire consultants in other subjects as well. These initiatives constituted a good start to rigorous and regular monitoring of teaching, but it was too early to make a judgment on the impact of these initiatives. The senior staff had also completed a review of the curriculum and an update had taken place.

Parents had visited the school in May to be briefed on the school's aims and values, and to submit their comments and suggestions for the next academic year. This information was being studied and organised for implementation by school managers. Selected

parents had been invited to join a new parents' board, and others to join a new board of directors, both of which were to be established for September 2009.

Professional development of teachers was clearly a priority of the school. At the time of the Follow-Through Inspection, six workshops had taken place to address teachers' various developmental needs, and one was underway that same day. The titles of the workshops suggested that they were planned in accordance with the recommendations from the Initial Quality Inspection.

What happens next?

As a result of the progress made by Al Shorouq Private 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.

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.

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