

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

Report issued June 2009

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. 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 not yet satisfactorily addressed the recommendations made by DSIB at the Initial Quality Inspection. Inspectors will continue to undertake Follow-Through Inspections at three monthly intervals until the recommendations made by inspectors have been satisfactorily addressed.

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

- 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 made satisfactory progress towards addressing this recommendation.

The school had begun to focus on improving standards in English. The school conducted an audit of English provision and developed and implemented strategies to improve attainment with the adoption of the National Literacy Strategy from the UK National Curriculum. They had introduced new resources and teachers had broadened students' experiences for speaking, listening, reading and writing during lessons. Teachers built in dedicated lesson time for activities such as public speaking, a word-of-the-day activity and 'show and tell time'. The development of reading corners in classrooms and timetabled library periods encouraged more regular reading for enjoyment.

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

The school had made satisfactory progress towards addressing this recommendation by introducing units of learning related to Dubai, in geography.

Staff had begun to develop cross-curricular links in science. The school had registered with the Environmental Education Group, and had entered and secured acceptance of 11 projects for the Young Entrepreneur of the Year Award, involving 40 students. Staff had introduced new inter-class competitions regarding students' understanding of Dubai. These competitions focused on Dubai and were supported by art and technology projects.

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

The school had made satisfactory progress towards addressing this recommendation.

A new Key Stage 1 and 2 co-ordinator had been appointed. Lesson plans had been revised to include a three-part lesson structure that consisted of an introduction and review of prior learning; the main topic of the lesson; and a check for understanding. Staff had developed, and were beginning to use, teacher-peer observations in order to share good practice in lesson structure and student-led learning. Cooperative learning and group work was being introduced and was evident in a few classes. Worksheets had been modified and were now starting to target the needs and abilities of all students. Staff had participated in professional development related to 'Excellence in Teaching'.

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

The school had made satisfactory progress towards addressing this recommendation.

The school had provided assessment workshops for staff and parents and an assessment of the reading policy had commenced. The Principal had begun to develop teachers' understanding of National Curriculum levels and assessment processes. This included a raised awareness amongst staff of the checkpoints for General Certificate of Secondary Education (GCSE) coursework and curriculum.

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

The school had made satisfactory progress towards addressing this recommendation and a new, clearer strategy for monitoring teaching and learning had been introduced.

The Principal had identified roles and responsibilities for key staff and had revised the appraisal process to include regular lesson observations. The appointment of an experienced co-ordinator for the primary phase had enabled the monitoring of teaching and learning to commence and to be developed further. Heads of Section had begun to use team meetings to focus on teaching, learning and pastoral care issues.

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

The school had made limited progress towards addressing this recommendation.

A revised school improvement plan had been developed and agreed to by staff. It required further development to ensure more precise student-related outcomes linked directly to the initial inspection recommendations.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of Al Ameen School until the school has progressed to the stage where they are 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 this occurs.

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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