

**Third**  
**Follow-Through Inspection Report**  
**on**  
**The Grammar School**

**Report Published June 2010**

## Basic information

The Grammar School was inspected during the 2008-9 academic year 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, 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 June 2009, a second Follow-Through Inspection during November 2009 and a third Follow-Through Inspection in April 2010. The purpose of these Follow-Through Inspections was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the first inspection report.

This is the third Follow-Through report issued on The Grammar School.

## Progress

Inspectors judged that The Grammar School had still not satisfactorily addressed the recommendations made by DSIB at the Initial Quality Inspection. Inspectors will continue to undertake Follow-Through Inspections at regular intervals until the recommendations made by inspectors have been satisfactorily addressed.

## Overview

The Grammar School had made very little progress since the previous Follow-Through Inspection in November 2009. The school had maintained the improvements in health and safety and care of students noted at the second Follow-Through Inspection and had entered all the higher grade students for public examinations. The teachers and subject co-ordinators had identified students who were underachieving and allocated extra support to help those students to improve their grades. However, the training for staff conducted over the past few months was not yet having sufficient impact on the quality of teaching and learning. Although there were examples of teachers continuing to develop a wider range of teaching methods, there was still too much didactic teaching. Lessons were dominated by teachers and students were not learning actively or independently. The school was negotiating a change of owner and had therefore not confirmed any new arrangements for the management of the school. Senior leadership did not demonstrate the capacity to distribute responsibility effectively or to co-ordinate the work of the various departments.

## Initial Quality Inspection Recommendations

**Urgently improve the pattern of the school day and the transport arrangements so that:**

- buses are not dangerously overcrowded;
- students arrive at school and leave at reasonable times.

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

There were better arrangements to help ensure students safety at the beginning and end of the school day. The school had reduced the number of students on the buses and increased the number of buses and supervisors. Students arrived at school at a reasonable time before the beginning of the school day.

**Ensure that no adult uses physical punishment against students.**

The school met the requirements of this recommendation to an acceptable level. At the time of the previous Follow-Through Inspection the evidence indicated that the use of physical punishment had been eliminated. This remained the case. It was confirmed by the inspection team who visited classes and interviewed students of all ages.

**Raise students' attainment in all subjects and ensure that all students leave the school with a recognised qualification.**

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

There was evidence of school-wide efforts to raise the attainment of students in key subjects. Teachers kept detailed records of all students' progress, as well as aggregate records showing trends in attainment. These were monitored monthly by the Principal and section supervisors but not computerised to facilitate tracking over time. A sample of the records showed that students' attainment was improving steadily. Support was provided to students both before and after school four days a week. All Grade 11, students were preparing to take International General Certificate of Secondary Education (IGCSE) examinations and support was provided for those who needed extra help. All Grade 12 students had already gained IGCSE qualifications prior to embarking on the General Certificate of Education (GCE) at Advanced level.

**Improve students' progress by:**

- developing a curriculum which addresses the learning needs of students of all abilities;
- requiring teachers to plan effectively and use a wider range of teaching and learning styles;
- encouraging the development of students' understanding, their creativity and their capacity to learn independently.

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

The curriculum led to examinations in IGCSE and for those students choosing to continue in full-time education, GCE A-level. The curriculum itself was acceptable but there were shortcomings in its implementation. There was no testing on entry of students new to the school, particularly those joining in Grade 10, in order to identify their strengths and weaknesses and plan for them accordingly. The predominant teaching method remained didactic and teacher-centred, particularly in English classes. Inspectors observed very little group work and student-led learning.

**Appoint a strong and purposeful leadership and management team with responsibilities and accountability at all levels.**

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

No significant changes had been made to the leadership and management team in the school. The owners had not sanctioned any new leadership appointments and little evidence of strong and purposeful leadership was found. All staff members, including middle and senior managers, were working very hard to bring about improvement but lacked co-ordinated direction. Similarly, the planning to improve teaching and learning lacked focus. The action plan only consisted of a review of what had been done. There was no indication of what priorities had been identified to bring about improvement, how they would be accomplished, who was responsible and how the school would measure its success.

## What happens next?

DSIB will continue to undertake Follow-Through Inspections of The Grammar School until the school has progressed to the stage where it is included in the regular inspection cycle for all Dubai schools. DSIB will continue to report to parents regarding the progress made by the school until the school has satisfactorily addresses all of the recommendations from the last inspection.

**Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority**

## 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](mailto:inspection@khda.gov.ae).

More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

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