

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

Kindergarten to Grade 12

Report published May 2011

## Basic Information

The Grammar School was inspected as part of the full 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 its most recent full inspection, the overall performance of the school was judged to be unsatisfactory and inspectors identified a number of recommendations which the school was required to address.

As a result of the overall performance of the school being judged unsatisfactory, Dubai Schools Inspection Bureau (DSIB) has conducted subsequent Follow-Through Inspections. The purpose of this fifth Follow-Through Inspection in April 2011 was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the full inspection report.

## Progress

Inspectors judged that The Grammar School had still not satisfactorily addressed the recommendations made by DSIB at the initial full inspection and subsequent Follow-Through Inspections. 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 has made progress since the previous Follow-Through Inspection in November 2010. The school had maintained the improvements in transport arrangements, the behaviour and attitude of the students and the attempts to raise student attainment. A range of professional development activities had been instigated to improve teaching, learning, attainment and progress. Distributive responsibility to subject leaders had occurred and some capacity had been developed at this level. Improvements in lesson planning were observed. Some teachers were using a wider range of teaching methods. Overall there was insufficient impact in the efforts to raise the quality of teaching and learning across the school.

## Inspection Recommendations

**Urgently improve the pattern of the school day and transport arrangements so that buses are not dangerously overcrowded and students' arrive at school and leave at reasonable times;**

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

Students arrived at school and left at appropriate times. Buses showed no overcrowding. They were well supervised. Students who arrived early used their time wisely. Hindi language and other activities such as assemblies were available. Students reported that they felt safe in buses, with adequate seating available. Some bus seats needed immediate maintenance. The movement of students between classes was orderly. The structure of the school day, with variable lesson times, and different start and finish times for boys and girls section had some impact on the curriculum.

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

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

The school leaders had implemented policies and procedures to ensure that students were not subject to physical punishment. School policies had effectively addressed all aspects of behaviour, class management rewards and sanctions as well as Child Protection. Staff members were aware of and followed prescribed procedures. Parents were promptly informed of behavioural issues. Students responded positively to this new affirming culture. A few incidents of staff shouting at students were observed.

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

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

.Attainment across key subjects had improved; however in Arabic as additional language it was still well below the expected level. In mathematics there was a significant discrepancy between the attainment in girls' classes compared to boys', especially in the secondary phase. The school was now focusing on improving performance by targeting and supporting individual students using the results from internal examinations.

**Improve students' progress by developing a curriculum which addresses the learning needs of students of all abilities;**

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

The Principal and the Director of the school have continued to review the breadth and balance of the curriculum. A comprehensive plan reflecting the principles of the English National Curriculum had been developed. The monitoring of the impact of this plan in classrooms was still in the early stages of development. While implementation of the curriculum had begun whole-school awareness of the relevance of curriculum planning in meeting the needs of students of varying abilities and learning styles was emerging. Students' progress continued to be limited because few teachers were addressing individual learners' needs by effective differentiation and enrichment practices. More examples of group work, projects and student-led enquiry-based activities were also needed.

**Improve students' progress by requiring teachers to plan effectively and use a wider range of teaching and learning styles;**

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

Some progress had been made in the development of teacher planning. This had led to a minority of teachers using a wider and more appropriate range of teaching and learning strategies. A significant number of lessons were unsatisfactory throughout the school. Teachers used an effective common planning template. Where lessons were unsatisfactory the content of the plans often did not reflect the needs and learning styles of the students. Most teachers did not make sufficient reference to the learning objectives. They did not regularly support or challenge students appropriately. Questioning did not support critical thinking and independent learning opportunities. Activities lacked challenge, relevance and interest.

**Improve students' progress by 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.

A programme of staff development had led to more opportunities for students of all ages to develop their creativity and independent learning in the school but this had yet to impact consistently across all key stages. Group work and student-led learning opportunities reflecting all learners' needs had been introduced by a few teachers. Students did not routinely use ICT as a part of their learning experience. Almost all students did not have regular opportunities to learn independently, think critically, apply their understanding to new situations and display their creativity.

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**Appoint a strong and purposeful leadership and management team with responsibilities and accountability for all levels;**

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

The recently appointed management team had a clear vision for the school. This vision was being increasingly understood and shared by staff. The annual plan was providing an appropriate template for the school's development. Devolved leadership and capacity building were major aims. Middle managers were committed to their work but were still developing the appropriate set of skills to implement the new vision of the school. Sustained professional development of the staff was a priority. Outcomes had been more consistent lesson planning and some improvement in the quality of teaching and learning. Management personnel were not yet ensuring that there was sufficient consistency of teaching, learning, attainment and progress across all phases of the school.

## 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 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

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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