

Follow-Through Inspection Report on English Medium Private School

Kindergarten to Grade 12

Report Published June 2010

Basic information

English Medium Private School was inspected during the 2009-2010 academic year as part of the regular 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 May 2010. The purpose of the 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 English Medium Private School had still not satisfactorily addressed the recommendations made by DSIB at the previous inspection. Inspectors will continue to undertake Follow-Through Inspections at three-monthly intervals until the recommendations made by inspectors have been satisfactorily addressed.

Overview

The English Medium Private School had made efforts to improve the quality of provision and student outcomes but this work was still at an early stage. Significant weaknesses remained, including the use of corporal punishment on students and too-frequent unsatisfactory teaching in all key subjects. Positive steps had been taken to develop links with parents, shared leadership roles, better supervision of students, more detailed lesson planning and improved curriculum resources. These steps had not resulted in better outcomes for most students but did indicate a capacity to improve for the next school year. Overall, the school was still performing at an unsatisfactory level.

Initial Quality Inspection Recommendations

Ensure that the use of corporal punishment and emotional abuse in the school ceases immediately.

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

Despite the steps listed in the action plan and the internal communications made, at least three male staff members still used inappropriate measures, including physical punishment. The evidence gathered by the inspection team confirmed that students were threatened with repeating the year, even if they passed final examinations. Evidence also confirmed that physical punishment was used by teachers and senior staff members to discipline students. Staff members required further development in the use of positive and constructive methods

of behaviour management. The school needed to improve its management of behaviour to ensure a safe environment for all students.

Develop shared leadership so that all staff can carry out their duties and make a greater impact on the life of the school.

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

There had been a new action plan and organisational restructuring, resulting in new roles and more frequent meetings of teachers and department heads. Attendance at these meetings was incomplete. Responsibilities had been more widely shared but had not become established as a regular set of policies and procedures to be followed. Although some department heads had clearly taken on more leadership roles, they were unable to explain their roles in carrying out the school's action plan. They did not know what progress had been made towards realising its goals; nor did they know what recommendations had been made by DSIB.

Develop the curriculum and teaching strategies to: encourage children in the Kindergarten to explore, investigate and develop their creativity; provide active and age-appropriate learning across the school, and develop students' abilities to think for themselves, so that all students have improved learning opportunities; ensure that teachers plan appropriate outcomes for each lesson, setting out what children need to understand, as well as know and do.

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

The first part of the recommendation was concerned specifically with Kindergarten. While there had been an attempt to provide activities for children, these were basic and mostly focused on colouring in drawings and counting objects. There was an absence of learning through creation, exploration or play. Improvements in learning happened when children responded thoughtfully to teachers' probing questions. In mathematics lessons students were observed working independently. In English lessons students were capable of debating well. Throughout the school there was no planning for different outcomes that would reflect students' levels of ability. Teachers did not share learning objectives to help students in their learning.

Provide teachers with adequate training, support and resources so that they are able to carry out their duties effectively.

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

Although the school had provided a one-day workshop to many teachers in April, the overall teaching strategies were still ineffective. The impact on the quality of learning was not evident either. Half of the lessons observed were unsatisfactory. Teachers often showed little understanding of how students learn; consequently, they did not use a range of teaching strategies. Teachers did not have appropriate expectations for their students. Although the school had installed new information and communications technology resources the day before the inspection, these had not been used by teachers to enhance students' learning

experiences. Other teaching resources were limited and frequently provided by teachers, independent of the school budget.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of English Medium Private 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.

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