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**Fifth**  
**Follow-Through Inspection Report**  
**on**  
**Dubai Arabic American School**  
Kindergarten to Grade 12

Report published May 2011

## Basic Information

Dubai Arab American 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 Dubai Arab American 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

Overall the school had not met all of the recommendations since the last Follow-Through Inspection to an acceptable level. However, progress had been made in that time. The Principal and management team were aware that time was required for many of the initiatives undertaken by the school to have an impact on student learning, attainment and progress. They have put in place strategic planning that demonstrated a sound understanding of the school and its plans for continued improvement. The curriculum had been reviewed and modifications had been well planned to begin in the next academic year. Many areas of the school had benefited from additional resources. These had been used to enrich teaching and learning. Staff had received professional development training. This included behaviour management, planning, teaching techniques and the use of ICT. The quality of teaching in all phases of the school had improved, but overall it remained too variable. Too few lessons included the use of ICT. A whole school student tracking system had been planned but had yet to be implemented. This had limited the review of students' attainment and progress. The leadership team had been expanded and had the capacity to continue to develop the school.

## Inspection Recommendations

**Work with students and parents to promote positive attitudes and behaviour for student learning and school citizenship;**

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

The school had continued to work on addressing the strengths and weaknesses in students' attitudes and behaviours. Students had received guidance and advice more regularly from school staff and from the newly appointed social worker. Parents were promptly informed of any behavioural issues by the school. This involved them in their children's education. These changes had improved behaviour across the school. More was required to address to the behaviour of senior boys to engage them more in lessons and activities across the school.

**Develop a comprehensive assessment and students' tracking system to inform teaching and learning;**

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

Some further development of the English Department's computerised student tracking system had occurred since the previous Follow-Through Inspection. Teachers added data about individual student performance on a daily basis. This was providing the school with a range of valuable information, such as observations on behaviour, projects, achievements and assessments. The school planned to introduce such a system to all areas of the school in the 2011-2012 year and link it to a web platform. Data available on teaching and learning was developing. The school had instigated a formal performance management programme that was beginning to provide information on areas in need of development.

**Ensure a stable, qualified teaching faculty;**

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

The school management had appointed a number of new teachers and staff including a new social worker. The Academic Coordinator, Heads of Department, and Section Supervisors were working collaboratively with the school management and teachers. Teachers' strengths and weaknesses were identified and linked with training. This included professional development on active learning, classroom management and curriculum. While the majority of lessons observed was acceptable a number were still unsatisfactory. There was a move by teachers from didactic teaching to a more active approach. Strategies to engage all students and enhance their learning were yet to be fully incorporated. The school management was monitoring teachers' performance, and

plans were in place to continue to do this more rigorously to enhance the quality of teaching.

**Provide training for teachers on class management and support for students with limited English;**

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

The school conducted professional development workshops for teachers and staff on effective classroom management. Improvements were observed in teaching and learning in an increased number of classes. The Head of English was responsible for the monitoring of students who had limited English skills. The learning needs of these students were identified through diagnostic assessment. They obtained additional support through extension classes and special tasks. Support within classrooms needed further improvement. The school lacked an English as a Second Language specialist who could support students during lessons.

**Develop a process for ongoing curricular review and development;**

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

The school had reviewed its current curriculum and evaluated the new American Common Core State Standards. It planned to implement those standards as its curriculum for the 2011-2012 academic year. The proposed curriculum had not yet developed so that it had an impact on the school's teaching and learning. A programme had been developed to prepare students to pass the appropriate tests in the High School.

**Provide sufficient and appropriate teaching resources;**

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

Since the last Follow-Through Inspection the school had upgraded the scientific laboratories by providing additional equipment and resources. In ICT additional hard and software have been provided. In the library, a continuing programme to provide additional books and resources was in operation. Additional resources have been purchased to enrich the Arabic, English and mathematics curricula. The kindergarten section, the mosque, gym, and the clinic have also benefited from improved resources.

**Prepare a strategic plan for school development and introduce rigorous and effective self-evaluation processes;**

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

The school's strategic plan was providing an appropriate pathway for further improvement. It was developed collectively by a number of staff members. It included clear success criteria and measurable objectives that targeted different aspects of the

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school's performance. Management personnel tracked planned changes to ensure that appropriate evidence was available to measure the impact of this work. Improvements were noted since the previous inspections in teaching, training, students' attitudes and resources. The school needed to continue the rigorous monitoring of the plan, and identify further areas of further development in assessment, teaching and curriculum to ensure consistency and maintain improvement.

## What happens next?

DSIB will continue to undertake Follow-Through Inspections of Dubai Arab American 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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