

**Third  
Follow-Through Inspection Report  
on  
Dubai Arab American School**

Kindergarten to Grade 12

Report Published June 2010

## Basic information

Dubai Arab American School was inspected in January 2009 as part of the regular inspection of 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) has now conducted three Follow-Through Inspections; the first in May 2009; the second during December 2009; the third was conducted in May 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 previous inspection report.

## Progress

Inspectors judged that Dubai Arab American School had 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

Overall, the Dubai Arab American Private School had made only limited progress towards meeting the recommendations of the Initial Quality Inspection report. The only area in which the school had made acceptable progress was in the behaviour of the students, although their attitudes towards learning remained weak and students were uncommitted. Little work had been carried out to develop an effective assessment system. The majority of the senior leadership positions remained vacant. The workshops provided for teachers had not resulted in any significant improvement in the classroom experience for the students. The curriculum was better in the primary phase than elsewhere, but, overall, it lacked breadth, balance, continuity and progression. There was a lack of basic resources throughout the school; the library, in particular, had too few books to support learning adequately. No strategic plan had been produced and the school did not know itself well. The capacity to improve was poor.

## Initial Quality Inspection Recommendations

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

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

The Principal had established helpful working relationships with parents and student behaviour had improved. It was now acceptable in most lessons and around the school. When students were not engaged by the teaching they were not disruptive and followed teachers' instructions. Whilst they seldom demonstrated that they were enthusiastic and committed members of the school community they did show tolerance and respect for one another and towards teachers. During break times they played together amicably and no incidents of aggressive or unsatisfactory behaviour were seen. There were several examples of students' work on display and these improved the learning environment and celebrated achievement.

**Develop a comprehensive assessment and student tracking system to inform teaching and learning.**

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

The school did not yet have a clear policy on assessment. Teachers were not always aware of how to use the data from assessments to inform their planning, teaching strategies and learning experiences. The school carried out diagnostic tests twice a semester in a range of subjects. However, it did not use the data effectively to meet the range of students' needs. There was no consistent system to measure students' attainment and progress in key subjects against international standards.

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

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

The school had not filled most of the senior positions that has been vacant since the previous Follow-Through Inspection. This had a negative impact on teachers who needed support in many areas such as assessment and teaching strategies. Workshops that were carried out for the faculty did not adequately address the urgent needs of the school. The continuous changes in the staff resulted in the need for teachers to adapt themselves to the new environment, get familiar with the systems in the school and lead students' learning effectively. Consequently, students did not fully benefit as expected.

**Provide training for teachers in the areas of classroom management and delivery of instruction to students who have limited English skills.**

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

The school had provided a number of workshops for teachers in various areas, including classroom management skills and the teaching of English as an additional language. The impact was developing in the area of classroom management, although a few teachers needed more training to develop positive strategies in dealing with younger students.

Previously, the school had provided after-school support for students with limited English skills but this had been discontinued. English as an additional language support was provided only for students in Grades 1 to 4. Although class teachers provided support for those with limited English, there was no programme in place to monitor and follow-up students in the upper classes.

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

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

The quality of the curriculum was better in the primary phase than elsewhere but, overall, it lacked breadth, balance, continuity and progression. No senior member of staff had responsibility for curriculum management. Consequently, planning was not shared between departments and there was no scope for developing cross-curricular links. Also, there were no extra-curricular activities to enhance and supplement the subject-based learning. Few options were available for the students at any stage and most teachers were dependent on textbooks for the lesson content. Because there were no objective external assessments there was no way of demonstrating age-appropriate progression in line with international expectations and standards. There were few active community links to be found in the school.

**Provide sufficient and appropriate teaching resources.**

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

There was a lack of basic resources throughout the school. Almost all teachers relied heavily upon textbooks in lessons. Laboratories were used inconsistently and only had a limited amount of basic science equipment. The library was under-resourced and the range of appropriate books was limited. This lack of resources contributed to a narrow range of teaching strategies, which resulted in the limited participation by students in their lessons.

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

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

The school had not yet produced a strategic plan, although the Principal had set up informal groups to identify areas to be included in a plan. The groups had met informally; however, there were no set guidelines, success criteria or milestones to assess the group's progress and work achieved so far. Self-evaluation procedures were mainly informal, inconsistent and they lacked rigour.

## 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 the school has satisfactorily addressed 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).

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