

# INSPECTION REPORT

## Pakistan Education Academy

Report published in January 2013

## GENERAL INFORMATION ABOUT Pakistan Education Academy

Location	Umm Hurair
Type of school	Private
Website	www.pea.ae
Telephone	04-3370126
Address	PO Box 621, Dubai
Principal	Shafiq Ahmad
Curriculum	Pakistani
Gender of students	Boys and Girls
Age / Grades	Kindergarten to Grade 12
Attendance	Unsatisfactory
Number of students on roll	1,682
Largest nationality group of Students	Pakistani
Number of Emirati students	0
Date of the inspection	10th to 13th December 2012

## Contents

The context of the school.....	3
Overall school performance 2012-2013 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development? .....	7
How good are the teaching, learning and assessment? .....	7
How well does the curriculum meet the educational needs of students? .....	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school? .....	8
How good are the students' attainment and progress in key subjects?.....	9
How good is the students' personal and social development? .....	9
How good are the teaching, learning and assessment? .....	10
How well does the curriculum meet the educational needs of students? .....	11
How well does the school protect and support students?.....	11
How well does the school provide for students with special educational needs?.....	12
How good are the leadership and management of the school? .....	12
What are the views of parents, teachers and students?.....	14
What happens next?.....	15
How to contact us .....	15

## The context of the school

Located in Oud Metha, Pakistan Education Academy is a private school providing education for 1,682 boys and girls from Kindergarten to Grade 12, aged four to 18 years. Almost all students in the school are of Pakistani nationality. The current year saw an intake of 336 new students to the school amounting to almost 20 per cent of the school population. The school offers the National Curriculum of Pakistan, leading to the Federal Board Examinations in Grades 9, 10, 11 and 12.

A total of 102 students had been identified as having special educational needs. Provision for them included a counsellor and a full-time qualified special educational needs co-ordinator.

At the time of the inspection, 56 per cent of the 132 teachers were new to the school. Almost all had a first degree and many had a master's degree. Over 25 per cent had a recognised teaching qualification. Almost all the teachers were from Pakistan, but other countries such as India, Syria, Sudan, Jordan, Philippines and France were represented on the teaching staff.

## Overall school performance 2012-2013

Acceptable

### Key strengths

- The good attitudes and behaviour of students in the high school;
- Improvements in students' attainment and progress in key subjects in the Kindergarten;
- Students' understanding of Islamic values and their respect for heritage and culture, including that of Pakistan;
- Improvements in teaching and learning, the development of the curriculum as well as the protection and support of students;
- The commitment and drive of the governing body and school leaders to the improvement of the school.

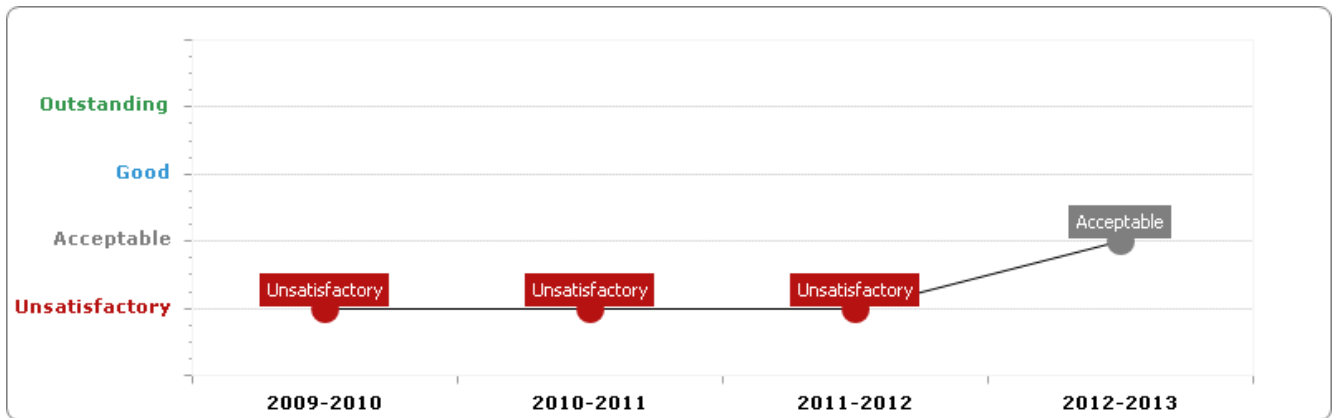
### Recommendations

- Further improve attainment and progress in all key subjects, especially in Islamic Education and Arabic for additional language learners in the high school;
- Continue to take steps to improve the quality of teaching and learning to impact on standards in the classroom;
- Use the rich assessment data now collected by the school to inform lesson planning and teaching, and to modify the curriculum to meet the needs of all groups of students;
- Continue to develop a coherent, well-defined curriculum with increased enrichment and challenge;
- Improve the provision for students with special educational needs through precise identification, appropriate curriculum modifications and accurate measurement of students' progress.

## Progress since the last inspection

- Attainment and progress in Arabic for additional language learners had improved in each phase, except in high school where it remained unsatisfactory;
- Attainment and progress improved in key subjects in the Kindergarten;
- Students strengthened their understanding of Islamic values and their respect for heritage and culture, including that of Pakistan;
- There had been improvements in teaching, learning, assessment, in the development of the curriculum as well as the protection and support of students;
- The commitment and drive of the newly formed governing body and school leaders had improved the school.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

	KG	Primary	Middle	High
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Unsatisfactory
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Unsatisfactory
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Progress</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Unsatisfactory
<b>English</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Mathematics</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Science</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good is the students' personal and social development?

	KG	Primary	Middle	High
Attitudes and behaviour	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Quality of students' learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)



## How well does the curriculum meet the educational needs of students?

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How well does the school protect and support students?

	KG	Primary	Middle	High
Health and Safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Students' attainment was broadly acceptable, although it was unsatisfactory in Islamic Education in high school. Most students in primary and middle phases demonstrated acceptable knowledge and understanding of key Islamic concepts. This was not the case for high school students where most students were unable to explain the reasoning behind Islamic etiquettes and main concepts. In Arabic for additional language learners, speaking and writing were underdeveloped. In English, however, speaking and listening skills were more developed than reading and writing; in high school, speaking and listening skills were often good for most students. In mathematics throughout the school, the majority of students demonstrated an appropriate knowledge of number. However, their ability to apply their mathematical knowledge and solve problems in real-life applications was weak. Students developed acceptable knowledge and skills in science in lessons, workbooks and in both theoretical and practical laboratory work.

Progress was broadly acceptable across key subjects in all phases, except in Islamic Education and Arabic in high school. Students' application of Islamic knowledge, including their knowledge of the Qur'an, to real life was underdeveloped in the high school. Across the school, progress in all subjects was often limited because lessons were characterised by too much teacher talk and too few opportunities for students to contribute in lessons or practise their skills. In class, teachers rarely modified the content of lessons for students with special educational needs to ensure their effective progress. Consequently, progress was often too slow for most students with special educational needs.

[View judgements](#)

## How good is the students' personal and social development?

Students' attitudes and behaviour were acceptable in all sections of the school; in high school, they were good. Most students behaved extremely well in classes and around the school. They demonstrated a sense of responsibility towards their school and their learning. Most students were respectful towards their peers, teachers and visitors in their school. Boys and girls in each section of the high school were considerate towards the needs of younger students and played an active role in supervision at break times and dismissal. The majority of students knew how to lead a healthy lifestyle but this was not always reflected in their choices of food. Although students' attendance had improved significantly, it was still unsatisfactory overall. Most students had an excellent understanding and appreciation of the Islamic values in society. These were often evident in their work and behaviour at school. Most students were able to

explain in detail the impact of these values on various communities in Dubai, including their own. All students were proud of their culture and most were keen to learn from different cultures too. In its short time of operation, the student council had supported school improvement. They had assisted, for example, with the integration of information technology into teaching and learning, and been active in the wider community. In high school, students had developed their work skills through projects and the clubs they had created. Most students took good care of their school environment and could explain global environmental issues well; however, their involvement in environmental activities was not extensive.

[View judgements](#)

## How good are the teaching, learning and assessment?

Teaching was broadly acceptable across the school. Teachers were appropriately qualified and had a positive and supportive working relationship with their students. The school had prioritised raising the quality of teaching through recruitment and now most teachers had a secure knowledge of their subject although not always the knowledge of how to teach it effectively. As a consequence, the quality of teaching remained variable across the school. The more effective lessons were carefully planned with a clear focus on students' learning. In these lessons, teachers adopted the role of facilitator and challenged students to think for themselves. A range of interactive teaching strategies were employed to engage students and to stimulate their interest. In less successful lessons, planning was insufficiently detailed, the pace of teaching was slow and too much time was taken up by teacher talk. These lessons generally lacked challenge and activities were not differentiated to meet the needs of all students across the full range of ability, or to promote critical thinking and independent learning. Teaching observed across the curriculum, including art, games and information technology was acceptable.

Students' learning was acceptable in all four phases. Most students were well motivated and keen to make progress in their studies. They were responsive to their teachers and showed interest in their lessons. When given the opportunity to work in groups, students collaborated constructively with their peers and more able students showed a willingness to support others. In more successful lessons, students showed the confidence and ability to ask pertinent questions which helped to promote the understanding of the class as a whole. Students' enquiry and investigational skills were generally underdeveloped and students were too dependent on the direction of teachers during lessons. However, when given the opportunity to work independently and to organise their own learning, they responded positively to the challenge.

The quality of assessment was broadly acceptable across the school. Recent school-based training had highlighted to staff the key role of assessment within the learning process. Senior management had put in

place a comprehensive and robust assessment system across the school and software developed to analyse assessment data at whole-school, class and individual student level. However, these developments had not had the time to impact on students' learning. The rich source of assessment data was yet to be effectively utilised by teachers in lesson planning and classwork activity to meet the needs of all students. Teachers used questioning effectively to assess prior learning; however, more extended questioning to encourage critical thinking was observed only in a minority of lessons. Limited examples of students' self-assessment took place across the school. This was at an early stage of development.

[View judgements](#)

## How well does the curriculum meet the educational needs of students?

The curriculum was acceptable in each phase. There were no significant gaps in provision and it was now compliant and met Ministry of Education requirements. Provision for transition and progression of students was in place and the school had plans to these develop more fully during the next academic year. The Kindergarten curriculum had been reviewed. It was now more balanced, broader and better linked to accepted best early childhood provision. Improvements had also been made across other subject areas and were being embedded. The school had yet to ensure that teachers' planning systematically met the learning needs of all groups, especially students with special educational needs and the more able students. The inclusion of enrichment activities had not only enhanced the curriculum but introduced more opportunities for students to be more involved with the local community.

[View judgements](#)

## How well does the school protect and support students?

Arrangements for ensuring health and safety were overall acceptable. There were acceptable arrangements for the safe transport of students and to ensure their security during their time in school. The arrival and departure of students were well supervised and students' safety on buses was monitored. The buildings were cleaned regularly and maintenance had improved so that they were in better condition than they had been at the time of the last inspection. Students received a good level of support to meet their personal and medical needs; however, provision to promote understanding of the importance of living healthily was not consistently put into practice. Senior staff understood the procedures and responsibilities regarding child protection and, through training, ensured that all teachers too were made aware of what was expected of them. The school recorded incidents of concern carefully and students knew who to speak to if they too had concerns.

Across the school, relationships were positive and students and teachers worked together constructively. Almost all responded well to the school's arrangements to promote good behaviour and showed concern and respect for others. There were appropriate systems to record attendance and punctuality, and to ensure the welfare of students. All staff were now more clearly aware of students' well-being and most supported individual students appropriately.

[View judgements](#)

## How well does the school provide for students with special educational needs?

There were a number of important weaknesses in the support for students with special educational needs. In a recent initiative, the school had put in place procedures to identify those with some degree of additional learning needs, including those who are more gifted. There were developing procedures to share information with staff and to begin to address the specific needs of students. However, these structures were only used effectively in a few classes and the needs of students with special educational needs were rarely met in lessons. The special needs co-ordinator had begun a process of staff training and putting into effect systems to improve provision and to raise standards. This process had not had sufficient time to show significant impact.

## How good are the leadership and management of the school?

The Principal and his senior leadership team communicated a strong vision for school improvement based on shared values and vision. Leadership was now starting to be devolved to section and subject leaders, most of whom had a sound grasp of the curriculum. They were starting to develop their expertise as evaluators of teaching quality, curriculum content and academic standards. The school had done well with improvements but not all challenges had been sufficiently addressed. In particular, the quality of teaching and students' attainment and progress were still only acceptable in all key subjects. Awareness of best international practice was limited and there was still some way to go to ensure consistently effective teaching. Nevertheless, senior leaders demonstrated a good capacity to develop the school further.

Self-evaluation and improvement planning were acceptable. The school sought the views of parents, teachers and students, and used the information to review strengths and weaknesses. School leaders did not have a sufficiently accurate understanding of students' levels of attainment and evaluated the quality

of teaching using too narrow measures. The school recognised, however, the need to place greater focus upon students' outcomes. The ongoing introduction of a new management information system offered good opportunities in the future for teachers, parents and school leaders, to track progress of all students more effectively.

Partnerships with parents and the community were acceptable. The newly developed Parent Council had made a positive start in supporting home and school communication. Most parents were pleased with the school's systems of communication and reporting of their child's progress; most also appreciated the access they had to teachers and senior staff as and when required. A new report format and amendments to the school website helped provide parents with more accurate information regarding achievement levels and next steps in learning. A minority of parents wanted more detailed information about the schools' plans for improvement because they were very supportive and keen to be involved to help with initiatives.

The board of governors, re-instated in April 2011, provided much needed direction and guidance for the school. They included representation from members of the community, business and education. The group met regularly and received reports from school leaders regarding initiatives and, more recently, examination results. They had also started to meet with parents and students to help gather an objective view regarding the work of the school and areas that might require improvement. Many members of the board were increasingly hands-on and good at holding the school to account, although they had yet to hold the school to account fully for academic standards.

The school had invested well in resources, both human and physical. Staffing levels had improved and most staff were qualified and a significant proportion had teaching qualifications appropriate to the age they were teaching. The operational management of the school was acceptable and school leaders made effective use of the limited space available. A few classes in primary were overcrowded and this limited the range of teaching strategies used by teachers. The school had made significant investment in resources which included, a new outdoor play area for physical education with appropriate shade, a refurbished multi-purpose hall and three new information technology rooms with more access to hardware to support learning in classrooms. However, there were shortfalls in key resources in mathematics and Kindergarten, as well as among fiction and non-fiction books in the library.

[View judgements](#)

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	179	26%
	Last year	The school was part of the Follow - Through inspection cycle in 2011 - 2012	
Teachers	53		36%
Students	183		55%

\*The percentage of responses from parents is based on the number of families.

A minority of parents, students and teachers responded to the survey. Most of the parents who responded were very satisfied with the improvements in the school and the quality of education available at the school. Almost all believed that their children were making good progress in Islamic Education, English and science. A majority of parents believed that their child made good progress in mathematics but less than a half considered that progress was good in Arabic as an additional language; student responses echoed the views of their parents. Although most parents believed that their children enjoyed their lessons and were in a safe environment, a view endorsed by students, a minority were uneasy about the way in which the school dealt with incidents of bullying. A minority of parents, students and teachers were concerned about discipline in the school, and particularly in the boys' section of the school. The majority of parents and students also believed that teachers were effective in making sure that they knew the next steps in their learning process. Although a majority of parents, students and teachers considered that school leaders listened to their opinions; a few indicated otherwise. The teachers who responded to the survey held mostly positive views about most aspects of school provisions, except for conditions of service.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

**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)



Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.  
It should not be used for commercial purposes or in connection with a prospectus or advertisement.