

INSPECTION REPORT

Pakistan Educational Academy

Report published in February 2014

GENERAL INFORMATION ABOUT Pakistan Educational Academy

Location	Umm Hurair
Type of school	Private
Website	www.pea.ae
Telephone	04-3370126
Address	Bur Dubai, Oud Metha Road, Behind Rashid Hospital, P.O.BOX:621
Principal	Shafiq Ahmed
Curriculum	Pakistani
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-18 / KG 1-G12
Attendance	Unsatisfactory
Number of students on roll	1725
Largest nationality group of Students	Pakistani
Number of Emirati students	0 (0%)
Date of the inspection	23rd September to 26th September

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The context of the school

The Pakistani Education Academy, a non-profit private school, is located in Oud Metha. It provides education for 1725 students aged 4 to 18 from Kindergarten to Grade12. The majority of students are Pakistani. There are four sections within the school, Kindergarten, primary and separate secondary sections for boys and girls.

The school population has steadily increased with 354 new students joining the school in the current school year. The school offers the Pakistani National Curriculum culminating in Federal Board Examinations in Grades 9, 10, 11 and 12. Instruction is in English which is the second or third language of almost all students.

Two full time special educational needs (SEN) coordinators provide support for the 107 students identified as having special educational needs.

At the time of the inspection almost all of the 154 teachers had at least a first degree; a minority had a recognised teaching qualification. Thirty-two new teachers had joined the school in the current academic year.

Overall school performance 2013-2014

Acceptable

Key strengths

- Improved attainment and progress in Islamic Education in the high school;
- The good work ethic of the students and their positive relationships with their teachers;
- The senior leader's focus on providing intensive professional development for all staff to raise standards in teaching and learning;
- The collaboration between the entire school community and the governors to drive improvements throughout the school.

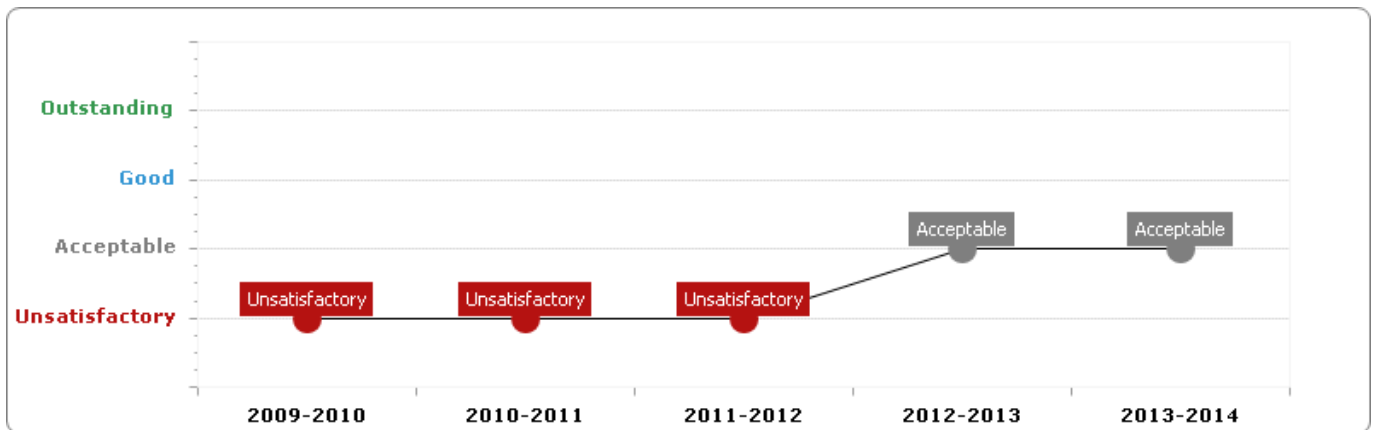
Recommendations

- Continue to raise attainment in all subjects;
- Improve progress in English in all phases so that students develop the academic language required for inquiry and critical thinking;
- Ensure that the KG curriculum addresses all aspects of early child development, particularly oral language, personal, social and physical learning;
- Continuously monitor the attainment and progress of identified groups of students and use this information to ensure every student makes good progress;
- Develop systems for observing and evaluating teaching that clearly identify strengths and weaknesses and link them to their effect on students' learning.

Progress since the last inspection

- Attainment and progress in Islamic Education had improved in upper secondary;
- The introduction of assessment management systems was beginning to support a better understanding of attainment and progress;
- An intensive programme of professional development had been introduced;
- The Parent Council and Student Council were taking an increasingly active role in the school;
- The provision of technology to support learning had been improved.

Trend of overall performance



How good are the students' attainment, progress and learning skills?

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

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	KG	Primary	Middle	High
Quality of students' learning skills	Unsatisfactory	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Acceptable	Acceptable	Acceptable	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

How good are teaching and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	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
Parents and the community	Acceptable
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

How good are the students' attainment, progress and learning skills?

Students' attainment was broadly in line with curriculum expectation levels. It was acceptable in all subjects except Arabic in the high school where it was unsatisfactory. While most students had secure listening skills and they understood basic class instruction in Arabic, speaking skills were less developed and writing skills were very limited across the school. Islamic Education had improved at the high school level. Students joined the school with low levels of attainment in English. Throughout the school listening and speaking were much stronger than reading and writing skills. Children in Kindergarten developed a sound sense of number. Arithmetic and algebra were strengths throughout the school, while other areas of mathematics, including problem solving, remained weaker. Students built an extensive body of scientific knowledge as they progressed through the school. However, they were less able to conduct independent scientific enquiry. Attainment was not higher because teachers did not sufficiently assess the gaps in individual students' understanding and plan work to match the needs of both the higher and lower attainers.

Progress was acceptable in all subjects, except in Arabic as an additional language in high school, where it was unsatisfactory because students were making limited progress in their speaking and writing skills. Students in high school had progressed in their knowledge of key Islamic concepts to reach an acceptable level. Overall students made better progress in KG1, middle and high school than in the primary school. They were able to recall and build on previous learning to help them in new areas of learning. Students made good progress when learning was interactive and visual, and when they worked on purposeful practical activities. Progress was slower when teachers spoke at length and planned lessons around completing tasks rather than addressing the next steps in students' learning. The majority of students with special educational needs made acceptable progress when teachers modified the content or activities in the lesson. When this did not happen their progress was slow.

[View judgements](#)

Quality of students' learning skills

Students were attentive, diligent and willing to work hard, even when teaching was not highly motivating. When given the opportunity they were eager to share their opinions, or take part in creative presentations. Older students could confidently present their work to a range of audiences. A few younger classes were not always productive in lessons because teaching lacked a clear focus and students were therefore unsure of the teachers' expectations. Throughout the school, students took limited initiatives in their learning because they had not been taught the skills necessary for problem-solving, enquiry and critical thinking. Similarly they lacked the skills to take responsibility to reflect on or assess their own learning.

Kindergarten children did not learn sufficient skills of self-management, collaboration and participation in purposeful dialogue needed to give them good start in their learning as they moved up the school.

How good is the students' personal and social development?

Students' attitudes and behaviour were good in the high school phase and acceptable elsewhere. High school students were mature, demonstrated self-reliance, and were considerate towards the younger students. Most students across the school were well behaved. They enjoyed positive relationships with peers and staff. Most students were fit and healthy but occasionally they made unwise food choices. Attendance was improving but remained unsatisfactory. Students' understanding of Islamic values and local cultural and global awareness was good across the school. Students explained confidently and spontaneously, the influence of Islamic values on their lives and the wider society. Pride in their Pakistani culture was a notable feature of the school, as was an admiration for the culture and heritage of UAE. Responsibility towards the community and environmental responsibility were good in the high school phase and acceptable elsewhere in the school. The active students' council managed and guided the behaviour of younger students. A positive work ethic was evident from the youngest age. Students contributed appropriately to community events in and out of school, such as can collection day but they rarely initiated such events. Students across school were aware of their responsibilities towards the environment. They kept the school grounds clean and tidy, and minority of students contributed to city-wide events. Assemblies raised awareness of the value of the natural world, although most students did not demonstrate a deep understanding of environmental issues.

[View judgements](#)

How good are teaching and assessment?

Teaching was acceptable in all phases. Across the school most teachers had good subject knowledge although their knowledge of how students learn was often underdeveloped. They used a standard format of lesson planning but this was not followed in a minority of lessons. Therefore students did not always experience the planned range of activities. The majority of teachers ensured that all students were on task and responded to questions. Students were engaged and informed by use of digital projectors that provided clear images of text, pictures and drawings, for example, displaying complex structures in biology. Teachers were provided with information about the students with special educational needs, including guidance on supportive strategies. Nevertheless, these were inconsistently implemented. In the best lessons teachers asked challenging questions, listened carefully to students' responses and asked further questions to extend their thinking.

Assessment was acceptable overall but had many weaknesses. Assessment at the start of lessons was often rushed so that the teachers began the lesson without establishing what students already understood. The

choice of low level tasks such as copying or recall of simple facts, often did not allow the teacher to assess how far students really understood the topic. While instances of robust questioning were observed, when teachers did not pose probing questions, misunderstandings went unnoticed. In the lower age groups, where groups chorused answers, it was not possible to assess accurately the understanding of individual students. A wealth of data was collected from tests and exams and an information management system had been introduced recently. The school was in the process of providing professional development for teachers on how data could be analysed to provide information on trends in attainment and progress. At the time of the inspection, the use of this information to plan individualised and well-targeted lessons was evident in only a few classes.

[View judgements](#)

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

The curriculum was acceptable in all phases. Continuity and planning for progression was guided by the Pakistani curriculum from Grades 1 to 12. In Grades 1 to 8 the curriculum drew on a range of source material. However as students prepared for the Federal Board examinations, from Grade 9, board texts alone were used. This material was less engaging for students. The kindergarten curriculum prioritised academic learning to the detriment of children's physical, personal, social and broad language development. Review and modification of the curriculum were ongoing but were in the early stages of development. Cross-curricular links and opportunities for students to use of information and communication technology (ICT) across the curriculum were limited. Participation in clubs and societies was timetabled for all students as a part of the regular curriculum.

Modification of the curriculum to match differing needs was just beginning. Curriculum leaders had begun to assist teachers to modify the curriculum to match students' needs. In a minority of cases individualised educational programmes had been created. However extension of the curriculum to provide additional challenge was limited. The school offered older students from Grade 9 to 12 a choice between commerce or science tracks. With guidance, students could choose the track they preferred. Overall curriculum design to meet the individual needs of students was acceptable.

[View judgements](#)

How well does the school protect and support students?

The provision for the health and safety of the students was acceptable. Leaders had clear roles and responsibilities and had improved policies and procedures. Risk assessments were in place and students felt safe in school. Emergency evacuation procedures were rated as effective by the Civil Defence. Travel arrangements were secure with registers taken, attendants on all buses and safe seating arrangements. However, there were some risks to safety as the students left at the end of the day. Medical staff made routine checks on students' health and dealt effectively with minor accidents and illness. Medical staff gave occasional lectures but health and wellbeing was not promoted consistently. The indoor and outdoor areas provided opportunities for physical exercise and students were encouraged to take part in sporting competitions. The canteen had improved its range of healthy foods, but sweet products remained available. Procedures for child protection were not fully understood by all staff despite the development of a child protection policy and recent awareness training. Attendance was low due to the prolonged absence of a minority of students.

The quality of support was acceptable. Procedures to support students were in their infancy. The school offered some volunteer in-class support. Monitoring of progress showed that students' attitudes to their work had improved. Students felt confident to seek advice and support on academic issues, but were less clear about who to turn to with confidential issues.

[View judgements](#)

How good are the leadership and management of the school?

Leadership was acceptable. The Principal and Vice-Principal had set a clear direction for the school focused on raising standards of teaching, and consequently attainment, as well as providing an inclusive education to meet the needs of all sectors of the Pakistani community. They worked closely and collaboratively with the governing body to raise standards of professionalism and had been successful in engaging the support of staff. The leadership had been broadened to create a number of new positions and share responsibilities. This had sharpened the focus upon improving the quality of teaching and its impact on learning. Progress in transforming the school culture was noted by all stakeholders - teachers, parents and students, but had yet to result in the expected improvements in student learning.

Self-evaluation and improvement planning were acceptable. Processes of consultation with parents and students were becoming embedded in the school and were having an impact on decision-making. The introduction of an information management system had enabled the school to examine data more closely and analytically so that tracking of students' attainment and progress was possible. The school was in the early stages of managing this process and considering how to use the results to influence the planning of

curriculum and teaching to improve learning. As yet there had been no notable impact on student outcomes.

Partnerships with parents and the community were acceptable. A small and active Parent Council worked cooperatively with the leadership and governors and acted as a link with the wider parent body. A range of communication technologies and social events had been used to engage the participation of a greater number of parents although with limited success. A minority of parents wanted more responsive and individual communication with staff regarding the progress and well-being of their children.

Governance of the school was acceptable. The governors were visible and active in their support of the school. They held regular, minuted meetings and were committed to acting quickly in response to the school's stated needs. Their professional and business backgrounds provided the school with valuable knowledge and experience. However, the governors did not enquire deeply into the impact of the decisions they made on the outcomes for students and they did not hold the leadership sufficiently to account for the school's central purpose of promoting good quality learning.

The school used effective procedures to ensure that most staff were suitably qualified, and had developed a comprehensive training programme for teachers. Computers and projectors in each classroom enhanced teachers' presentations. Kindergarten children were not timetabled for enough time in the play areas to support the development of their gross motor skills or to promote their personal and social development. The range of reading books particularly in the library and in Kindergarten was insufficient to encourage students' engagement with reading.

[View judgements](#)

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

The school had recently begun to identify students with special educational needs (SEN). The school's newly written admission and SEN policies were in the early stages of implementation. School leaders displayed a greater commitment to the inclusion of students with special educational needs and had taken positive steps to improve identification and provision through the appointment of enthusiastic leaders who had begun to train staff to understand students' needs better. Relevant information was shared with teachers. The recently appointed leaders had expertise and experience and had begun to train staff. Students were increasingly being identified by teachers who readily sought the coordinator's advice. Leaders collaborated with class teachers to monitor students and devise individual education plans. However the individual support of students in classes was inconsistent. Very few parents were involved in the assessment process or supported

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their children. Progress made by students with special educational needs was acceptable in English, mathematics, science and Islamic Education. It was unsatisfactory in Arabic.

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	132	17%
	Last year	179	26%
Teachers	74		48%
Students	100		35%

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

Very few parents responded to the survey. They stated that inspection process had led to improvement and the school was well led. Parents appreciated the school's promotion of Islamic values and the inspection team agreed that this was a key feature of the school. Parents valued the home-school links, including meetings and reports and the way in which they were involved in supporting their children at home. Parents considered that the students enjoyed school and that the school kept children safe. They felt that students made good progress in Islamic Education and English. A significant minority of students had concerns about behaviour but this was not upheld by the inspection. However, parents felt that students did not make enough progress in Arabic.

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

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