

Follow-Through Inspection Report on Pakistan Education Academy

Kindergarten to Grade 12

Report Published June 2010

Basic information

Pakistan Education Academy was inspected in December 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) conducted a Follow-Through Inspection in May 2010. The purpose of this Follow-Through Inspection 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 Pakistan Education Academy had not satisfactorily addressed the recommendations made by DSIB at the previous Inspection. Inspectors will continue to undertake Follow-Through Inspections at regular intervals until the recommendations made by inspectors have been satisfactorily addressed.

Overview

The Principal had worked hard since the full inspection to lead improvements in the school. She recognised that it would take time for these changes to be adopted consistently throughout all grades. There had been professional development workshops for a few teachers and regular lesson observations by senior management. However, feedback was not always clear with little follow-up to ensure progress. Lessons remained mostly unsatisfactory with students rarely taking on an active role in their learning. In the Kindergarten (KG) the new activity rooms were used effectively to promote active learning. The curriculum remained narrow. The school was still not fully compliant with the Ministry of Education requirements for the teaching of Arabic. Issues resulting from the poor management of the health and safety of students had not been fully addressed by the school. The responsibilities of senior and middle managers had still not been agreed and this restricted the effective development of a strategic plan for the school. Therefore the school's capacity to know itself, manage change and improve was limited. The parents' council had not met to establish how it could contribute to the improvement of the school.

Initial Inspection Recommendations.

Improve teaching skills so that all students can learn more effectively

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

The Principal had introduced a professional development programme for teachers focusing on lesson planning and teaching strategies. This training had yet to lead to improvements in classroom practice. Most lessons observed during the Follow-Through Inspection were unsatisfactory because teachers used a limited range of teaching and learning strategies to engage and challenge students. Although lessons were planned and checked by heads of department, they did not take into account the different abilities of students. Lessons were almost always textbook based, with an insufficient focus on developing key skills and promoting independent learning.

Introduce an activity-based curriculum in the Kindergarten

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

The school had developed and resourced two rooms dedicated to creative and activity based learning. Within these rooms, children participated daily in a range of activities which enriched their learning, promoted communication and developed key skills. The curriculum had been revised to ensure that the children learned independently of the teacher. Teacher's skills were developing in this setting. However, class-based lessons were mostly teacher-led, large group or whole class experiences. Thus children were often waiting for long periods to repeat a task the rest had already done, individually. Visits to places of interest added value to the Kindergarten curriculum.

Use assessment data to track students' progress and help raise their levels of attainment

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

Teachers were beginning to use a wider range of assessment methods. Upper school co-ordinators had collected students' examination grades for different subjects over the last three years. However, this information was not used by teachers to identify individual students' strengths and weaknesses and adjust teaching and learning activities as needed. Consequently, the school's capacity to measure the attainment and progress for each student was limited.

Design a broad and balanced curriculum that includes opportunities for all students to take part in creative activities and physical education

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

Whilst the curriculum was under review, there had been little impact apart from in Kindergarten, where children participated regularly in physical and creative activities. The enrichment of the curriculum through extra-curricular activities was planned but not yet implemented. The curriculum was narrow and progression was lacking as students in different grades were covering similar work. The lack of challenge in most lessons led to students being

bored. There were very few opportunities for students to collaborate, solve problems, investigate or think critically. The curriculum failed to meet the needs of all students because teachers concentrated on delivering content and not developing skills and understanding.

Review the structure of the school day so that all students receive sufficient teaching time

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

Changes were made to the structure of the school day to ensure that the afternoon session for the boys was moved to coincide with the rest of the school's morning timetable. This was made possible after the opening of the new building in January 2010 to accommodate the boys' section. However, the school was not yet fully compliant with Ministry of Education requirements for teaching Arabic.

Take steps to ensure the personal safety and health of all students in school, with particular reference to cleanliness

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

The school had taken some practical measures to raise the levels of health and safety. However, these measures have not had a significant impact. In the science laboratories chemicals were not stored appropriately. The school canteen continued to serve unhealthy food and some parts of the school grounds and toilets were poorly maintained and unhygienic.

Develop leaders in the school who have the capacity to implement changes and initiate improvement activities

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

The quality of leadership and management remained unsatisfactory due to the lack of clearly defined roles, responsibilities and accountability structures. Lines of communication between management levels were poor. This led to heads of departments not always being informed about initiatives or changes in their departments. Leaders in the school did not have a clear picture of what was necessary to raise standards. Teachers were monitored frequently but this still did not lead to significant improvement in teachers' practice.

Create a governing body to monitor, support and advise the leadership of the school

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

A parents' council had recently been established, but it had not met formally, nor had the school set out a clear role for this council. Parents on the board were keen to participate in helping the school improve and in setting up meetings and agendas for the near future.

What happens next?

DSIB will continue to undertake Follow-Through Inspections of Pakistan Education Academy 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
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How to contact us

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