

Third

Follow-Through Inspection Report on Pakistan Education Academy

Kindergarten to Grade 12
Boys and Girls

Report published June 2011

Basic information

Pakistan Education Academy 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 third Follow-Through Inspection in May 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 Pakistan Education Academy had still not satisfactorily addressed the recommendations made by DSIB at the 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

Recent changes in the governance arrangements had helped support a number of initiatives in the school. As a result of regular weekend staff training sessions, improvements had taken place in lesson planning. Through improved training and good leadership, an activity-based curriculum had been introduced into Kindergarten and this had formed a basis for further improvements in the quality of teaching and learning. The curriculum however, required further development and extension. The school management board had approved the future extension to the length of the school day and this had enabled teachers to prepare for the introduction of a broader range of activities in the future. Despite these positive initiatives, the quality of teaching required further improvement. For example, teachers did not provide a sufficiently wide range of activities in lessons to help meet the different learning needs of students.

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.

In accordance with the school's action plan, senior members of staff and volunteer teachers had implemented a series of training activities which focussed on improved teaching and learning. These activities were regularly timetabled and covered key areas such as planning and modern teaching methods. A majority of teachers were planning appropriately but in their practice did not provide a sufficiently broad range of activities to meet the differing needs of students. A majority of the lessons observed during the Follow-Through Inspection was too teacher-directed and questioning was mostly used for determining the students' factual knowledge, rather than their understanding. The limited range of teaching strategies did not meet the needs of all students. There was insufficient use of information and communication technology outside of the dedicated computer suite to effectively promote students' learning.

Introduce an activity-based curriculum in the Kindergarten

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

Through changes to the school leadership and training and guidance, teachers were now more skilful at planning for the integration of activity-based learning for children in Kindergarten. In most lessons effective use was made of the teaching assistant to support this type of learning. The school was working on creating more opportunities for greater choice of activity for the children and the independence of learning that would develop from such choice as the academic year progresses. The Kindergarten curriculum was enhanced by visits to places of interest.

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.

A few teachers had attempted to broaden the curriculum by using additional resources and approaches in addition to the textbook. In most lessons, teachers sought to broaden the curriculum by providing more work sheets. These tasks sheets were usually taken from text books. Task provision and textbook work mostly required simple rote responses and whole-class agreement. The curriculum did not promote individualised learning. Regular opportunities were not well designed for students to develop further understanding through a broad and interesting set of learning experiences.

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.

The school had established a regular and comprehensive record keeping procedure for collating examination and test data. This had allowed the school to identify students who were not progressing well. This process was mainly based on an expected passing grade or mark. However, this data was not sufficiently analysed to determine the nature of the student weaknesses in, for example reading, writing or speaking skills. Data was not changed into more helpful information. This hindered teachers' ability to recognise individual students' strengths and weaknesses, and deliver appropriate activities. The marking of students' work was variable in quality and there were few examples of advice being given to students regarding the next steps to take to improve their work.

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.

The school day was too short for students to receive sufficient teaching time and, in a few cases, inhibited teachers' efforts to enhance and diversify their teaching strategies. For example, it was difficult for teachers to build a meaningful plenary session into the lesson time. However, the school's management had recently received approval from the board to extend the school day and planned to implement this initiative within weeks. The school day was relatively short and this meant that significant areas of the curriculum were inadequately covered due to a lack of teaching time. The students had limited time for physical education lessons. The school still failed to provide the required amount of lessons for 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. Another nurse had been employed. Some areas of the school had been redecorated and most teaching and recreational areas were adequately cleaned. However, these measures had not had an overall significant impact. The toilets in both the girls' and boys' sections were in need of more care and maintenance. Some cubicles could not be locked, soap and tissues were not always available and the water supply was often disrupted. The school had a record of the most recent fire evacuation drill and most of the fire equipment had been serviced, although a few items had expired dates. The

transport arrangements at the end of the school day were well co-ordinated and supervised.

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 although the Principal and her management team and the new governing body, had started to influence some particular aspects of the school. Devolved leadership and capacity building were major aims which were beginning to make an impact in some areas of the school. However, lines of communication between management levels were still not cohesive, or sufficiently rigorous. This led at times to heads of department not always being informed about initiatives or how their management role contributed not only towards teaching, learning and raising standards in all phases of the school, but also towards whole school improvement planning. Teachers were monitored frequently but in the majority of cases this did not lead to significant improvement in teachers' practice.

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

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

The school had been successful in forming a new governing body since the previous Follow-Through Inspection. Members of the board represented a broad range of stakeholders, including senior figures from the local Pakistani community. Whilst in its infancy, the re-structuring had led to positive steps being taken in terms of short and long term planning for improvement at the school, specifically in terms of human and physical resourcing. The board's efforts to openly liaise with the developing Parents' Committee, along with several open parents' meetings, had received a positive response by both parents and staff. The board had recently formed sub-groups to oversee the school's accountability to the body for key aspects of performance and quality. Members recognised their responsibility in ensuring that the school met its statutory responsibilities, and was developing strategies for establishing full compliance.

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 usual 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.

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