

# Follow-Through Inspection Report

## Pakistan Education Academy

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Knowledge and Human Development Authority

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## Basic information

Pakistan Education Academy was inspected during 2009-2010 year 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 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 conducted two Guidance Visits and five Follow-Through Inspections in Pakistan Education Academy since the full inspection. This fifth Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

## Progress

Inspectors had judged the performance of Pakistan Education Academy to be unsatisfactory for a period of three academic years. Pakistan Education Academy will now be scheduled as part of the regular inspection cycle for a full inspection during the next academic year.

## Overview

Pakistan Education Academy had not met all recommendations to an acceptable level. It had however, addressed to an acceptable level, the recommendations concerning the structure of the school day and the creation of a governing body. It had taken sufficient steps to ensure the personal safety and health of all students in school, with particular reference to cleanliness. Timetabling continued to ensure that all subjects were compliant with statutory requirements. The committed governing body had been expanded with the inclusion of members, who had educational expertise, and had instigated a range of personnel and training changes. A marked improvement was noted in the cleanliness of all parts of the school. Overall, the school remained unsatisfactory in the quality of teaching and learning in all phases, the provision of meaningful active learning opportunities in Kindergarten, the use of assessment data, and the development of effective leadership throughout the school. The new senior management team had started to drive forward change and some focused staff professional development had occurred. This was starting to have some impact on the work of the school.

## 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.

A new member of the school leadership team was re-evaluating the processes and outcomes of lesson observations. There had been workshops on learning, teaching strategies, assessment, lesson plans, special educational needs and developing a safe and happy environment. A few teachers had prepared acceptable lesson plans. Teachers were expected to provide appropriate activities in lessons but this was still not commonly observed in classes; rather, most activities kept students busy without meeting their learning needs. Activity-based lessons were promoted in kindergarten classes. However, not all teachers understood how young children learned so expected outcomes were not achieved. Too many lessons were still overly teacher-directed.

### Introduce an activity-based curriculum in the Kindergarten

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

Improved learning was evident in a minority of the kindergarten classes. A few kindergarten teachers had improved their planning with an increased range of activities and themes. A range of appropriate resources were used to enhance the implementation of an activity-based curriculum and to improve learning. In an increasing number of lessons, children had greater opportunity to develop their language skills and make choices from available activities. The 'Closing Circle' period at the end of each day enabled children to share questions and answers. In spite of these improvements, too many weaknesses still existed. A number of teachers were not secure in their understanding of best learning practices for kindergarten. Activity-based learning and opportunities for children to learn through play were not yet consistently available.

### 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.

The curriculum continued to provide students with sufficient lesson time. It included physical education and art. The time allocation for Islamic Education and Arabic was fully compliant. The

school adhered to the expectations of the Pakistani Federal Board of Intermediate and Secondary Education for Grades 9 to 12 and followed broad curriculum for Grades 1 to 8. The school used the Grade 9 to 12 external exams to measure students' attainment; however, for Grades 1 to 8, students' attainment was not benchmarked against any external standards. The school had recently appointed a curriculum co-ordinator. All departments had begun the process of constructing the scope and sequence of their respective subjects. In almost all lessons however, there was too much emphasis on knowledge acquisition without providing students with sufficient opportunities to promote their skills and understanding. The curriculum did not yet meet the needs of all groups of students. It was delivered directly from the text- books regardless of students' previous learning and abilities. Although the school had invested in more computers, ICT was not yet an integrated part of students' learning.

#### **Use assessment data to track student's 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 recently appointed an assessment co-ordinator, and had an assessment policy. The policy was limited in focus. It included the frequency of examinations and departmental examination preparation requirements. The school had an established procedure for recording students' marks; however, school leaders and teachers did not analyse exam results sufficiently. The school had yet to develop an overview of student achievements in relation to curriculum expectations. In addition the school had yet to use student assessment outcomes to improve the quality of teaching and learning. In almost all lessons observed, expectations were not suited to students' abilities and prior learning. Students' attainment in Grades 1 to 8 was not benchmarked against any external international standards. Diagnostic testing to help teachers establish their students' strengths and weaknesses was not used extensively.

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

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

The school had amended the school day to ensure there was sufficient teaching time for each subject, to meet statutory requirements. Sufficient teaching time was now given to all subjects, including Arabic.

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

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

The school had made improvements in cleanliness, hygiene and healthy eating practices. Almost all classrooms were well presented, with appropriate furniture and displays of student work. Regular safety audits had occurred to monitor building and transport safety systems and practices. The canteen was monitored to ensure the provision of healthy food in hygienic and orderly conditions. There was adequate student supervision during breaks and on school transport. Students were kept safe throughout the school day and accidents were rare. Plans were in place to further enhance the school environment. These included the installation of umbrellas over the children's playground, wooden retaining walls around gardens and improved maintenance.

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

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

Continued strengthening of leadership within the school had occurred since the previous Follow-Through Inspection. These changes were beginning to impact on the operation of the school; however significant inconsistencies, particularly in teaching and learning were still evident. Further personnel and systems development and implementation were required. Strengths noted include the production of a self-evaluation document and an associated action plan which provided templates for further development. A focus on developing a shared vision of excellence in teaching and learning was being established.

**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 board was passionate about the school and were actively supporting its further development. It had expanded its base to include members with a more diverse range of skills. A closer working relationship between the board and management had resulted in improved advice, guidance and support, and had led to many new initiatives. Improved communication

had resulted in a clearer vision for the school; however more work was still required. School self-evaluation and action planning developed in co-operation with the board had provided a strong cornerstone for further development. The board had worked well to improve the availability of new learning resources. These include additional teaching resources, a targeted staff recruitment process, as well as extensive in-school capacity building. The board had a realistic understanding of the timeline for overall school improvement.

## What happens next?

The school has been unsatisfactory for a period of three academic years. Pakistan Education Academy will now be scheduled as part of the regular inspection cycle for a full inspection during the next academic year.

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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