

Fourth Follow-Through Inspection Report on Pakistan Education Academy

Kindergarten to Grade 12
Girls and Boys

Report published February 2012

Basic information

Pakistan Education Academy was inspected during the 2008-9 academic 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 three Follow-Through Inspections and a Guidance Visit to Pakistan Education Academy since the full inspection. This fourth Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

Progress

Inspectors judged that Pakistan Education Academy had still not satisfactorily addressed the recommendations made by DSIB at the full inspection. Inspectors will carry out a full inspection of the school during the coming academic year.

Overview

Pakistan Education Academy had not met most of the 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. Timetabling had been improved to ensure that all subjects complied with statutory requirements. A governing body was in place and sought to support ongoing improvement in teaching and learning. 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, students' personal safety and health and the development of effective leadership throughout the school. An acting Principal and Vice-Principal were in place awaiting sanction from KHDA. Governors were keen to engage with improvement strategies across the entire school and a number of new initiatives were in place to try to improve the school environment.

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.

Despite training from senior school personnel the standard of teaching across the school remained unsatisfactory. Overall, teachers had acceptable subject knowledge but poor understanding of how students learn specific subjects. Teachers did not have sufficiently high expectations. Tasks were not well matched to the different learning needs of the students. Learning objectives were unclear and mostly knowledge focused. Skills and understanding were rarely promoted. There were very few opportunities for students to collaborate independently of the teacher in active learning settings. Time was managed poorly and resources were scarce restricting effective learning experiences for most students. This was particularly true in Kindergarten.

Introduce an activity-based curriculum in the Kindergarten

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

Although teachers had made efforts to introduce some activities in Kindergarten classes these did not enhance the learning of the children as they were not part of a co-ordinated curriculum designed to meet the needs of young children. Art and music activities were part of the curriculum. However, these were over directed and gave children insufficient opportunities to be creative or imaginative. Children had too few opportunities to develop language as they spent too much time listening to teachers and did not share their own experiences and thoughts. The curriculum did not support children in developing the appropriate social skills. The curriculum offered the students limited choices in their learning and insufficient opportunities to make decisions. Thus the curriculum and its delivery led to the children to being too passive in their learning.

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 provided all students with appropriate lesson time with the inclusion of physical education and art. The school was compliant with Ministry of Education requirements regarding the time allocation for Arabic. However, the curriculum had not been reviewed to any significant degree to better meet students' needs. Knowledge from textbooks was prioritised in curriculum instead of skills acquisition. No curriculum co-ordinators were in place. There had been little progress in providing within the

curriculum for the differing needs of students especially those of higher and lower abilities

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 an assessment policy for the preparation of internal examinations and students' reports. It also established a process for regular record keeping of examination and test data. Senior personnel had been assigned to developing assessment. This provided the school with some information about low achieving students who required more attention and support. However, information was not processed appropriately and data which was mainly based on expected passing mark was not reflective of the students' real attainment levels, the progress they made and the gaps in their learning. Assessment for learning was limited and marking of work was mainly restricted to pointing at correct and incorrect answers with no reference to next steps. Assessment was not yet linked to teaching and learning, and thus did not inform better planning of lessons. The assessment process was not effective in identifying students' strengths and weaknesses..

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 extended the school day to meet statutory requirements. Students had sufficient teaching time to cover the requirements of the subjects they learned. All students had appropriate time, including in Arabic. However, where teaching strategies and class management were poor, teaching time was not used effectively to meet students' needs.

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 steps to improve health and safety arrangements. They had appointed a new cleaning company to ensure cleanliness in the school. A fire drill had taken place, fire extinguishing equipment had been serviced and kept up to date. Even though the corridors were relatively clean, some classrooms along with playground had litter on the ground. Washrooms, especially in primary and the boys' section, were not clean. The ground was wet causing potential hazards. Some students' desks were rusting and some of the wall paint was peeling off. Due to lack of extra space, several activities occurred in one place, which was not safe for the students. Overall, the school did not provide an attractive place to learn.

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 school had undergone a period of unsettled leadership since the previous Follow-Through inspection. For this reason, there had not been sufficient impetus to improve key aspects of the school, especially teaching and learning.. The monitoring of teachers by senior leaders was neither routine nor developmental. There were no key leaders to drive improvements in, for example, the curriculum and assessment. School leaders had not succeeded in enriching the curriculum. For these reasons, there had been little improvement in the school; indeed, provision in the Kindergarten had deteriorated. Leaders were willing to embrace change but lacked determination and organisation to achieve it.

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 governing board was continuing its work to support the ongoing improvement journey of the school. Governors demonstrated a commitment to provide further professional support to the teachers and raise standards.

What happens next?

Pakistan Education Academy will 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.

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