

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE



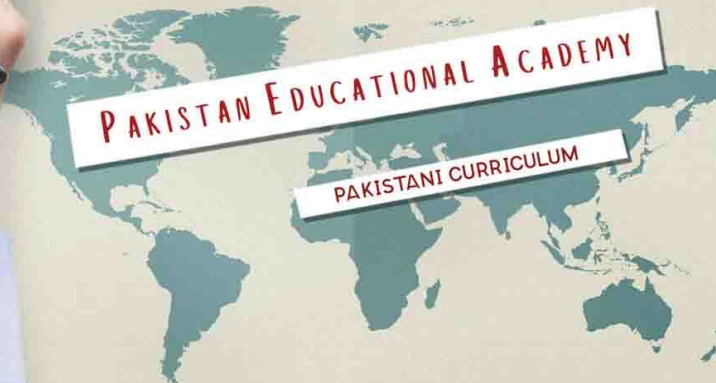
المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Pakistan
Educational
Academy
Celebrating
10 years of
inspections

PAKISTAN EDUCATIONAL ACADEMY
PAKISTANI CURRICULUM



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	16
4. Curriculum	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management	20
The views of parents, teachers and senior students.....	21

School information

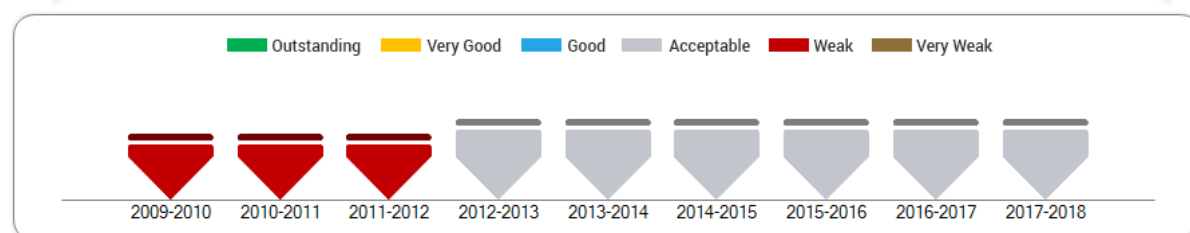
General information	
Location	Umm Hurair
Type of school	Private
Opening year of school	1968
Website	www.pea.ae
Telephone	00971-4-3370126
Address	Dubai-Bur Dubai, Aud Metha Road, Behind Rashid Hospital-P.O.BOX:621
Principal	Muhammad Zahid Azeem Zahid
Principal - Date appointed	10/1/2014
Language of instruction	English
Inspection dates	09 to 12 October 2017

Teachers / Support staff	
Number of teachers	163
Largest nationality group of teachers	PAKISTANI
Number of teaching assistants	35
Teacher-student ratio	1:9
Number of guidance counsellors	2
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1435
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	47
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	Pakistani
Main curriculum	Pakistani
External tests and examinations	FBISE
Accreditation	FBISE
National Agenda benchmark tests	ASSET, IBT

School Journey for Pakistan Educational Academy



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Pakistan Educational Academy was inspected by DSIB from 09 to 12 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Islamic values underpin the school's ethos and are at the heart of its vision. However, improvements from last year are few. Communication and relationships between staff are poor. Roles and responsibilities are unclear. Some middle leaders have the capacity to drive change but are not provided with opportunities to do so. Improvement planning fails to provide measurable targets. Self-evaluation is not based on reliable information. Governors do not focus on raising learning outcomes; moreover, they fail to hold senior leaders to account for doing this.

Students' achievement

Achievement in the Kindergarten (KG) has improved, as it has in secondary science. However, it has declined in mathematics in the middle and secondary phases, and in primary science. Overall strengths include the KG and an improving picture in SEND, although the achievement of gifted and talented students remains unchanged.

Students' personal and social development, and their innovation skills

Most students continue to show a strong sense of responsibility to themselves and others, and to behave well. They are polite, respectful and courteous in all phases. Older students act as prefects and they seek additional opportunities to display leadership qualities. Students in all phases display healthy attitudes toward proper nutrition and exercise. There are few incidents of poor behaviour. Students' attendance rates are weak.

Teaching and assessment

Teaching is inconsistent both within phases and within subjects. Better teachers take note of prior learning and adjust strategies. Teachers' ability to move learning forward through deft questioning, differentiated activities, opening up critical thinking and innovation opportunities remain underdeveloped.

Curriculum

Curriculum reviews take place on a regular basis. It is better in the KG, as teachers take more account of the skills that children need to progress to the next phase. Transition to the primary phase is not smooth, as there is a limited acknowledgement of prior achievement. Data to inform curriculum adaptations is available but not used.

The protection, care, guidance and support of students

Systems for identification of students with SEND have developed; support across the school remains inconsistent, though improved. Identification of, and support for, gifted and talented students is less well developed. Students value the well organised programme of careers counselling. They feel better informed about choosing the best career and academic pathways.

What the school does best

- Overall attainment, progress and leadership in the KG, which has resulted in positive learning outcomes for children.
- Students' personal development, rooted firmly in strong Islamic values, which results in a generally respectful, tolerant and courteous student body.
- Students' attainment and progress in secondary science, due to a greater emphasis on investigative work in the classroom, which has improved critical thinking in some classes.
- Improvement in SEND, due to systems developing and having a beneficial impact on the learning outcomes of the majority of students with SEND.







Key recommendations

- Governors and senior leaders should improve leadership at all levels by:
 - using all available information to accurately evaluate the school's performance and set realistic targets for improvement.
- The governing board should:
 - closely monitor academic learning outcomes of all groups of students
 - hold senior leaders to account for urgently improving these outcomes.
- Improve the quality of assessment in all phases by:
 - providing teachers with accurate assessment information, which has been benchmarked and moderated
 - ensuring data are used to plan effective lessons that challenge students of all abilities, in particular those who are more able, in order to accelerate progress and raise attainment
 - sharing the best assessment practice that exists in each phase
 - thoroughly analysing National Agenda Parameter reports and use the findings to make adjustments to teaching practices, and to adapt the curriculum so that it meets the needs of all students.
- Ensure self-evaluation:
 - uses accurate information to produce measurable targets which take full account of recommendations from the previous year
 - has short-term, attainable benchmarks which allow for rapid improvements to be made and measured.

Overall School Performance

Acceptable

1. Students' Achievement

		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	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
English 	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Good ↑	Acceptable	Weak ↓	Weak ↓
	Progress	Good ↑	Acceptable	Weak ↓	Weak ↓
Science 	Attainment	Good ↑	Weak ↓	Acceptable	Good ↑
	Progress	Good ↑	Weak ↓	Acceptable	Good ↑

	KG	Primary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable
Assessment	Acceptable ↑	Weak	Weak	Weak

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Good	Acceptable ↓	Acceptable ↓	Acceptable

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Weak ↓
Management, staffing, facilities and resources	Weak ↓

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment based on National Agenda Parameter tests in English, mathematics and science is well below expectations.
- The school does not fully meet the registration requirements for the National Agenda Parameter.
- Leaders and governors articulate a commitment to fulfilling National Agenda requirements. However, they show very little understanding of how they should respond to International benchmark outcomes.
- The results of the previous National Agenda report have been considered. However, no substantive actions or systematic analyses have been taken to secure improvements in attainment or accelerate progress for different groups of students.
- No systematic or effective adaptations have been made following recent National Agenda Parameter tests. Consequently there has been little improvements in the attainment and progress for different groups of students.
- Although there is evidence that some teachers are adjusting their teaching practice to incorporate higher order questioning and other strategies to stimulate thinking, it is not widespread.
- Students express a willingness to take responsibility for their own learning but they are not provided with opportunities to think critically, undertake independent research and use learning technologies effectively.

Overall, the school's provision for achieving National Agenda targets is below expectation.

Moral Education

- Moral Education is taught from Grades 1-9 but is not yet effectively integrated with other subjects. Families have been engaged but community members are not involved with delivery.
- Teachers do not engage students effectively through skilful questioning. Activities are not personalised sufficiently to provide challenge.
- Students are willing participants in lessons when the opportunity arises. They can apply their understanding to the school context but less so to the wider community.
- Evidence of students' moral development is tracked through teacher assessment of students' work, and self-assessment. Reports to parents include the students' personal and social growth.

The school's implementation of the UAE moral education programme is under developed.

Social Studies

- The curriculum is broad and some cross-curricular links are planned to help students transfer their knowledge across other subjects.
- Teachers have secure subject knowledge. Their questioning techniques sometimes develop students' ability although challenge is not personalised. Critical thinking skills are developing.
- Learners take part in discussions. The depth of their findings, innovative use of technology and ability to make clear connections between areas of learning are developing.
- Students' progress is assessed through marking project work and assignments. This is reported to parents and used to plan the curriculum.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- A culture of innovation is not promoted in lessons as there are few opportunities to develop learning skills which support it.
- There are few opportunities for students to apply innovative thinking to entrepreneurial enterprises. The use of technology is limited to students' homework.
- Overly directed teaching prevents students from thinking creatively and innovatively.
- Extra-curricular clubs do not nurture students' innovation skills. Students have little or no opportunities to interact with the larger community of the Dubai.
- Leaders have not embraced or planned to promote a culture off innovation.

The promotion of a culture of innovation is under-developed

Main inspection report


1. Students' achievements

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Generally students have a secure understanding of key Islamic concepts, beliefs and practices. In the primary phase, girls achieve slightly better than boys. Achievement of students in secondary is more inconsistent due to low expectations in lessons.
- Student's knowledge of the Seerah of Prophet Mohammed (PBUH) and other prophets is a strength. In addition, students' application of some of the Islamic practices in their daily lives such daily midday prayer at the school is strong.
- Recitation skills in the primary and middle phases, have improved due to the additional period dedicated to teach the Holy Qur'an in both phases.

For development


- Increase opportunities for the memorisation of the Holy Qur'an and its interpretation especially in the upper phases.
- Develop students' ability to use research and enquiry to link what they are learning to current issues.
- Increase the level of challenge in secondary lessons.

		KG	Primary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak

- Students' attainment and progress are within curriculum expectations in the primary phase and below curriculum standards in the middle and secondary phases. As students advance through the school their language skills do not develop adequately to reflect their years of study.
- A key strength is students' ability to read Arabic texts aloud. However, students have limited ability to use effective reading strategies to understand new information or the meaning of new words. Students understand basic teaching instructions in Arabic.
- Students' free writing skills and their ability to be part of a simple conversation remain limited. When writing occurs it is limited to answering questions about reading or copying sentences using new vocabulary with little evidence of free writing.

For development


- Develop effective reading strategies in order enable students to deal with new text on familiar topics independently.
- Improve students' free writing rather than copying answers and example sentences.

		KG	Primary	Middle	High
English 	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable

- Attainment and progress in the KG is good with the majority of children attaining levels above curriculum standards. In the primary, middle and high school phases, students are secure in their speaking skills, yet writing remains the least developed skill.
- Students' English attainment results reflect a variable picture, with better performance in the primary phase compared to the middle and high school phases. Students' speaking and listening skills are better than reading and writing skills.
- Differentiation and critical thinking is not evident in most classes which limits support for students' understanding of English skills, in particular reading for meaning. Writing skills are underdeveloped in all phases. For example, in the primary phase some students lack the ability to form basic sentences.

For development


- Identify progression of all English skills for all teachers in all grades.
- Provide students with regular and frequent opportunities to read different texts in every year group.
- Improve questioning to promote critical thinking and deeper understanding in all English lessons.

		KG	Primary	Middle	High
Mathematics 	Attainment	Good ↑	Acceptable	Weak ↓	Weak ↓
	Progress	Good ↑	Acceptable	Weak ↓	Weak ↓

- Internal assessments show that the attainment of middle and high school students is weaker than that of their primary counterparts. External assessments indicate that both attainment and progress is below expectations across most phases.
- Both attainment and progress of KG children is good, with the majority of children performing above curriculum standards. This is due to more skills-based activities taking place during lessons.
- There is little emphasis on critical thinking, independent research and cross-curricular activities, rather on 'getting the right answer'. Consequently, students' higher order thinking skills are underdeveloped.

For development

- Enable students to find solutions to problems using mathematical reasoning.
- Reduce the time teachers talk in every mathematics lesson and increase the time students collaborate to solve mathematical problems.
- Improve the questioning skills of all mathematics teachers to promote thinking skills.

		KG	Primary	Middle	High
Science 	Attainment	Good ↑	Weak ↓	Acceptable	Good ↑
	Progress	Good ↑	Weak ↓	Acceptable	Good ↑

- Attainment has improved in the KG through discovery learning. Attainment and progress in lower primary are limited, but improve in the upper primary and middle phases. External examination results and lessons observed reflect the improved outcomes of many high school students.
- In all phases, acquisition of knowledge remains stronger than development of investigative skills. In the lower primary lessons, outcomes are limited by inadequate classroom management. Occasional examples of very good teaching and learning in the upper primary, middle and high phases directly correlate with better student outcomes.
- Students' attainment and progress reflected during lessons, in students' work and in international benchmark tests, remains very inconsistent from class to class in each phase.

For development

- Enable students to develop scientific enquiry skills frequently and at every grade level.

	KG	Primary	Middle	High
Learning Skills	Good ↑	Acceptable	Acceptable	Acceptable

- Most students across the school follow teachers' instructions well, but do not apply analytical or critical thinking skills. KG children are more active and enthusiastic learners but not problem solvers. In other phases learning skills are less developed.
- There is little evidence of independent learning in the lower primary classes but research and critical analysis becomes evident in a few upper primary classes, including occasional science lessons. These skills develop more in the middle and high phases, again in occasional science lessons.
- In Arabic, students display some independence, working with little supervision, but their responses are frequently underdeveloped. Mathematics lessons are characterised by a search for correct answers, rather than extension of thinking. In English, students collaborate and communicate well, but show little innovative thinking.

For development

- Provide challenge for students in all lessons.
- Enable students to talk more, think deeply and collaborate with each other.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Most students show a strong sense of responsibility to themselves and others. They are self-reliant to a level commensurate with their age and maturity. Their behaviour is positive and they are polite and courteous in all phases.
- The students are very respectful toward adults in all phases, and show respect for the school rules. The school utilises the maturity of the older students as prefects, to assist with moving younger students from place to place. Students readily seek additional opportunities to develop leadership qualities.
- Students across the school, display healthy attitudes toward proper nutrition and exercise. Most are active participants in physical education classes and look for opportunities to expand these experiences to include joining school sports teams.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a clear understanding of the importance of Islamic values in Emirati society and how these impact on the daily lives of people. They appreciate Islamic values of respect, modesty and fairness, making them feel a part of this society.
- Students show great respect and understanding of UAE culture and history. They sing the national anthem during assemblies, celebrate National Day and other UAE key celebrations. Their knowledge of the country's history and traditions is strong.
- Students feel a strong sense of identity with their own culture and heritage and display deep respect for other cultures. However, they have limited opportunities to explore other cultures.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students work diligently and are eager to learn and participate in class. A large majority of students are passive learners. Students tend to rely on the school to make decisions but when given the opportunity to take responsibility, they do so with confidence.
- The school offers extra-curricular activities through clubs and projects throughout the school year. Students' awareness of environmental issues locally and globally is restricted due to limited links with the outside community.
- Many students understand aspects of conservation and are able to identify some world pollution issues. Students participate in, but do not initiate, environmental projects in the school, such as in recycling and clean energy.

For development

- Provide students with opportunities to engage in local community activities.
- Enable students to initiate environmental projects.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable

- Teachers generally demonstrate a secure knowledge of their subjects. However their understanding of how students learn is weaker with the exception of science teachers in the high and the KG phases.
- Lesson plans are not generally implemented in the primary, middle and high phases. Mostly, teachers ask questions to check for students' factual recall but this has little impact on the deepening of their understanding of key concepts.
- In the primary, middle and high phases, and across the subjects, differentiation, in particular to challenge the more able students, is rarely present. Critical thinking and innovation opportunities remain underdeveloped; an exception is high school science where critical thinking is stronger.

	KG	Primary	Middle	High
Assessment	Acceptable ↑	Weak	Weak	Weak

- Internal assessment use a developing system of mostly unmoderated skills-based tests. Neither internal nor external tests are benchmarked effectively. The KG, uses ongoing formative assessment more effectively.
- Assessment data are not used effectively or systematically to inform teachers about students' starting points, to adapt the curriculum or to improve teaching strategies. Consequently, students' learning outcomes are not improving.
- Although work has begun across all areas to adapt the curriculum and introduce a more skills-based judgement of progress, especially in the primary and secondary phases, this is not having any discernible impact. In the high phase, this initiative is underdeveloped.

For development

- Improve the analysis of data so that it produces measurable targets for all groups of students and for individual students.
- Improves students' critical thinking and ensure good quality differentiation in lessons.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school follows a revised FBISE curriculum which is often limited to the study of textbooks. Curriculum design is better in the KG and only acceptable in other phases, as insufficient opportunities for skill development exist. In the secondary phase there is a wider choice of subjects. There is continuity in most of the phases and the curriculum is planned to build on student's previous attainments. However, links between the KG and Grade 1 curriculum are not strong, which has a negative impact on students' progress. Urdu is mandatory in all grades. Cross-curricular links are more developed in the KG where they are appropriate, relevant and sometimes challenging. In the primary and middle phases, they are more incidental and not matched to students' interest or the topic being covered. In the middle and high phases prominent links exist between UAE and Pakistan social studies. 				

	KG	Primary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum is adapted insufficiently to meet the needs of all groups of students. Although there is some differentiation there is little modification that encourages students to be critical thinkers, inquirers, researcher or innovators. Students demonstrate an emerging understanding of the importance of environmental issues and girls are more aware than boys. Middle and high students take on responsibilities through club activities. UAE social studies is taught from Grades 1 to 9. It is integrated with the Pakistan social studies from Grade 6, which enables students to compare key factors of both countries. Students are aware of the geo-political importance of the region. The school teaches Arabic in the KG. It is delivered through pedagogical practice that is appropriate for this age group. 				

For development

- Provide a clear rationale for the curriculum and identify the standards students should attain in each subject and grade.
- Use internal and external data to adapt the curriculum and planning, to meet the needs of all groups of students.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school has detailed procedures for the safeguarding of students. A clearly outlined manual of child protection procedures is distributed to all staff, parents and students. Staff members are trained in child protection and all aware of the policy and procedures relating to it. Health records are thorough and detailed. Medications are secured and staff are well-informed about students' special health considerations. Health, emergency drill, and maintenance records are secure. The cafeteria provides healthy choices, and students' lunches from home are periodically checked for healthy contents. In addition, staff members receive training annually. 				
	KG	Primary	Middle	High
Care and support	Good	Acceptable ↓	Acceptable ↓	Acceptable
<ul style="list-style-type: none"> Relationships between staff and students are respectful overall. A few teachers have not established a good rapport with students. Most staff are aware of the needs of more vulnerable students in their care and are supported well by the Inclusion Education Action Team. The school encourages better attendance at school by following up on unauthorised absence. This has not, however, led to sustained improvement. Effective systems exist to identify and refer students with SEND. Progress has been made in further developing and implementing individual learning profiles within the classroom. Students value the programme of careers counselling. 				
For development				
<ul style="list-style-type: none"> Work with parents to improve student attendance 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The governors and principal are committed to an inclusive ethos. The appointment of a governor for inclusive education and inclusion champion ensures that inclusion is a priority.
- The school identifies students with SEND early using a variety of established procedures. Whilst the Inclusion Education Action team identifies some students who are gifted and talented this is not done systematically.
- Parents feel that the school keeps them well informed and responds promptly and positively regarding their children's progress, through involvement in their individual learning plans and parents' meetings. Communication with parents is improving.
- Staff in the SEND department, regularly provide modified lesson content for students both in class lessons and 'out of class support' sessions. Students benefit from profiles of their strengths and individual support strategies.
- The majority of students with SEND make acceptable progress in their learning and personal development. Plans exist to develop further, the use of CAT4 testing to inform appropriate support strategies for students with SEND and those who may be gifted and /or talented.

For development

- Involve students with SEND and those who are gifted and/or talented in setting targets within their IEPs.
- Involve specialist from, for example speech and language therapists and occupational therapist, in supporting students.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
Parents and the community	Acceptable
Governance	Weak ↓
Management, staffing, facilities and resources	Weak ↓

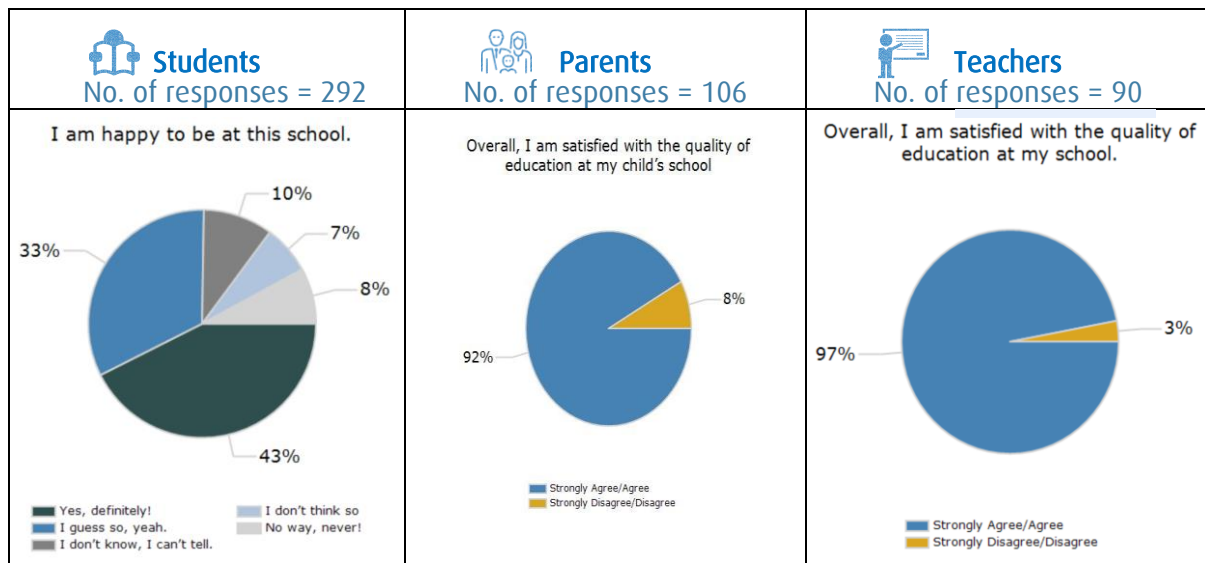
- Communication and relationships between staff are not strong. Consequently staff morale is low. Middle leaders' are unclear about their roles and responsibilities. However some, staff notably in the KG, have the capacity to effect change. There is less focus on improving learning outcomes than on the personal development of students.
- Evaluations of learning are not focused on students' achievements. Monitoring and the use of external and internal data provide an unrealistic and overly optimistic view of improvement, As a result, improvement planning does not provide measurable or achievable targets.
- Parents view themselves as partners in their children's learning. Although students' progress is communicated well through regular contact, reports do not provide accurate assessment information. Parents' Council recommendations are reflected in the school development plan. There are some links locally, but students rarely engage with other cultures, nationally or internationally.
- The governing board includes representatives from all stakeholders and members regularly visits the school. There is a strong commitment to character development and Islamic values. An incisive, overview of the school based on data and learning outcomes is lacking. This prevents governors from holding leaders to account for the quality of students' achievements.
- Since the previous inspection, leaders and governors have attempted to improve teaching through professional development, but they have been unable to recruit and retain staff who understand the expectations of 21st Century learning. Only one Islamic education teacher is authorised by KHDA. A lack of technology resources restrict opportunities for students to develop research and critical thinking skills.




For development

- Urgently establish a shared, explicit vision which drives improvements and students' learning forward.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>A minority of students who responded to the survey, do not feel that they are treated fairly by teachers, that they do not have enough time to move between lessons or eat and drink healthily at school. Other areas which are of concern to them include the range of extra-curricular activities, learning skills and support.</p>
 Parents	<p>Most responses are positive, with parents reporting that their children feel safe, are cared for and involved in their education. A minority of parents feel that the range of extra-curricular activities is inadequate and do not feel that technology is used to help with research or that they are listened to by leaders.</p>
 Teachers	<p>A few teachers who returned the survey, express concerns regarding the attitudes and behaviour of students. Similar concerns exist regarding provision to support learning, the range of extra-curricular choices and careers and academic guidance. They feel they know students' strengths and weaknesses well, that students are happy, safe and cared for and that they are fully aware of Islamic values and UAE culture.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae