

# Follow-Through Inspection Report

## His Highness Shaikh Rashid Al Maktoum Pakistani School

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Knowledge and Human Development Authority

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## Basic information

His Highness Shaikh Rashid Al Maktoum Pakistani School was inspected during the 2011-2012 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 one Guidance Visit and two Follow-Through Inspections in His Highness Shaikh Rashid Al Maktoum Pakistani School since the full inspection. This Third Follow-Through Inspection evaluated the progress of the school in meeting the recommendations.

## Progress

The school had met all the recommendations to an acceptable level. His Highness Shaikh Rashid Al Maktoum Pakistani School will be scheduled as part of the regular inspection cycle for a full inspection during the next academic year.

## Overview

The His Highness Shaikh Rashid Al Maktoum Pakistani School had met the recommendations of the inspection report of February 2012. Student attainment had improved across all key subjects and phases. The quality of teaching and learning had improved through less teacher talk and more engagement of students in lessons. Curriculum review and revision had ensured that students were active participants in curricular and extra-curricular activities. Identified health and safety issues had been rectified. The school had hired enough teachers to cover the classes and purchased much needed appropriate resources to support learning in all phases of the school.

## Inspection recommendations

### **Raise attainment across all key subjects and phases**

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

Attainment in all key subjects and all phases was now at least acceptable. In Arabic as an additional language, primary students' attainment had improved to an acceptable level. The majority of students in the primary phase had improved their use of everyday communication skills as well as their reading and writing skills. Attainment in English across all phases of the school was either acceptable or good. Acceptable progress made in mathematics at both primary and middle phases had resulted in acceptable attainment in both phases. The emphasis that had been placed on investigational skills had helped improve progress and had raised attainment in science. Across all phases of English, mathematics, and science, attainment was being measured against the expectations of the National Curriculum for England.

### **Improve the quality of teaching and learning so that lessons involve students in discussion and debate and meet the needs of all groups**

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

In most of the school, teachers had improved their methods to engage the students more productively. Although some lessons still had too much teacher talk, students were increasingly able to discuss new work in groups and so enhance their learning. Classrooms were relaxed and cordial places that encouraged students to contribute to lessons openly. In science and mathematics, in particular, students benefited from more opportunities to learn for themselves through investigations and hands-on activities. Teachers' expectations of students were mostly acceptable. They had yet to use assessment data well enough to adapt lessons for different ability groups. Students had competent learning skills, notably patience, concentration, resilience and application, even in Kindergarten. However, teaching and learning in this phase remained weak. Teachers had little knowledge of how young children learn, so children spent considerable time doing little or nothing.

**Review the curriculum to ensure: that all students are involved in enjoyable activity-based learning which meets their needs: enrichment activities and a regular programme of sports and physical education enhance learning**

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

The curriculum was soundly planned. Yearly plans, unit plans, and daily lesson plans, which included measurable instructional objectives, had been developed for all subjects. However, the instructional plans in Kindergarten were not as specific as those developed in other phases. The curriculum was planned to include a variety of instructional methods, and teachers across all phases had begun to incorporate activity-based learning in the taught curriculum. Students had the opportunity to work in pairs and in small groups to create, investigate, and evaluate. Students also developed their speaking and writing skills in most of the key subjects. However, provision was not consistent across all phases. Learning was being supported and enhanced by a range of co-curricular and extra-curricular activities.

**Take immediate steps to rectify the health and safety issues identified in the report and ensure that all students are safe**

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

The necessary steps had been taken to safeguard students during transport by bus to and from the school. Buses transported no more than the approved number of students, and seatbelts were used. To ensure students' safety when exiting and boarding buses and cars, procedures had been developed and were followed consistently. Only buses were allowed to enter the school gates for drop off and pick up of students. Students who were transported by car were required to enter and exit the school through designated gates at the back of the school. Crowding and congestion at the back of the school had reduced greatly. Repair or replacement of furniture and fixtures, including those in the toilets had been undertaken. However, the overall cleanliness of the toilets and other areas within the school needed greater attention.

**Ensure there are enough teachers to cover classes and that there are enough appropriate resources to support learning at all stages**

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

The school had hired enough teachers to cover all classes, and the teacher-student ratio and the level of resources had improved. Internet was now available in the computer laboratories enabling students to search and explore their subjects further. Fifteen projectors and 15 computers had been purchased for use in classrooms and the science laboratory. The school library had received additional resources and was now used weekly by students from Grade 4 to Grade 12. However, not all teachers effectively used the old or new resources. A minority of teachers especially kindergarten teachers still depended heavily on textbooks and whiteboards. Students were not encouraged to use ICT to improve their learning. Teachers did not effectively use students' work, posters, or models to stimulate and enrich the learning environment.

## What happens next?

The school has met all the recommendations to an acceptable level. His Highness Shaikh Rashid Al Maktoum Pakistani School will be scheduled as part of the regular inspection cycle for a full inspection during the next academic year

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## 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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