

## INSPECTION REPORT

His Highness Shaikh Rashid Al Maktoum Pakistani School

Report published in February 2014

## GENERAL INFORMATION ABOUT His Highness Shaikh Rashid Al Maktoum Pakistani School

Location	Al Qusais
Type of school	Private
Website	Not applicable
Telephone	04-2988303
Address	PO Box 26371,Dubai
Principal	Dr. Abdur Rashid Imam Khan
Curriculum	Pakistani
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-18 / Kindergarten 1-Grade 12
Attendance	Unsatisfactory
Number of students on roll	1418
Largest nationality group of students	Pakistani
Number of Emirati students	0
Date of the inspection	16th to19th December 2013

## Contents

The context of the school .....	3
Overall school performance 2013-2014 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment progress and learning skills? .....	6
How good is the students' personal and social development? .....	7
How good are teaching and assessment?.....	7
How well does the curriculum meet the educational needs of all students? .....	8
How well does the school protect and support students? .....	8
How good are the leadership and management of the school? .....	8
How well does the school provide for students with special educational needs?.....	14
What are the views of parents, teachers and students? .....	15
What happens next? .....	16
How to contact us .....	16

## The context of the school

His Highness Shaikh Rashid Al Maktoum Pakistani School is a not-for-profit English-speaking school situated in Al Qusais. It provides education for boys and girls aged four to 18 years. At the time of the inspection there were 1418 students, 90 per cent of whom were Pakistani; the remainder were from other Asian countries. Seventy-two per cent of students had Arabic as a second language and almost all had English as a third language. Almost all students were Muslim. Approximately 30 per cent of students were new to the school in the current academic year.

The school provided four phases of education: Kindergarten (KG), Primary (Grades 1 to 5), Middle (Grades 6 to 8) and High (Grades 9 to 12). Grades 4 to 12 had separate sections for boys and girls.

The school followed the English National Curriculum. Older students took exams in the Secondary School Certificate and Higher Secondary School Certificate set by the Pakistani Board of Education.

The Principal had been appointed in May 2011.

## Overall school performance 2013-2014

Unsatisfactory

### Key strengths

- Students' attitudes, behaviour and understanding of Islamic values which contributed to a harmonious school community;
- The positive relationships between staff and students;
- The efficient day-to-day management of the school.

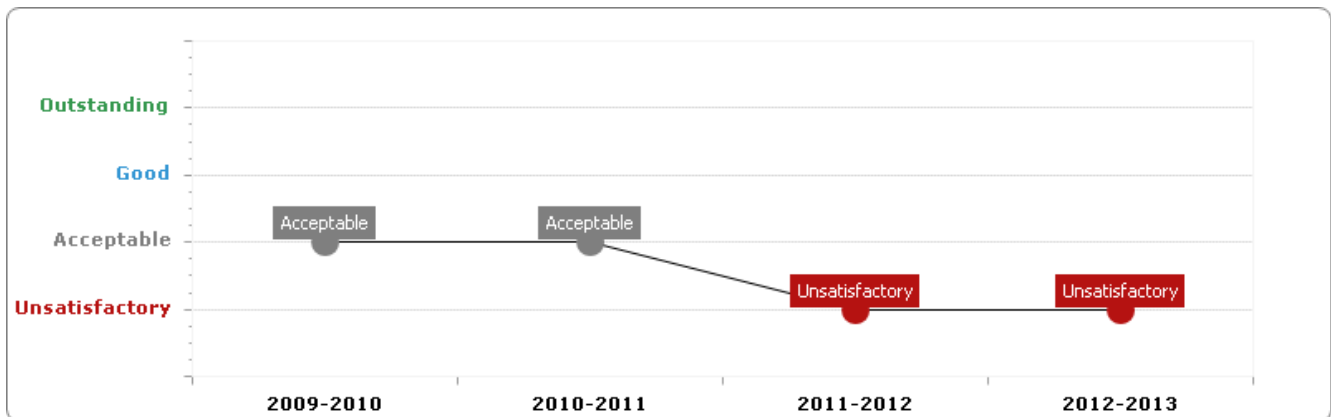
### Recommendations

- Ensure all school leaders fully understand what the school needs to do to improve and create a clear and effective plan for improvement which is shared and understood by all members of the school community.
- Increase the rate of progress in all subjects for all groups in order to raise attainment.
- Improve the quality and consistency of teaching by ensuring teachers use assessment information and have high expectations of all students of all abilities.
- Review the curriculum and support teachers in understanding how to adapt and enhance it to ensure it meets the needs and interests of all students.
- Ensure procedures for providing a safe and healthy environment are adhered to by all and monitored for their effectiveness.

## Progress since the last inspection

- The school had not made sustained progress in raising attainment; in English both attainment and progress had deteriorated.
- Students' behaviour and attitudes had improved and were now good across all phases.
- Whilst students' understanding of Islamic values and their local, cultural and global awareness had improved, their community and environmental responsibility was now satisfactory across all phases.
- In the KG and primary phase, teaching and learning had not improved sufficiently. About a half of lessons in the primary phase were unsatisfactory.
- All aspects of assessment, curriculum and protection and support were unsatisfactory.
- Leadership and governance had become unsatisfactory although the day-to-day management of the school remained efficient; staffing and resources were still inadequate.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

	KG	Primary	Middle	High
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Progress</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Acceptable	Unsatisfactory	Unsatisfactory
<b>English</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Unsatisfactory	Acceptable	Acceptable	Acceptable
<b>Mathematics</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
<b>Science</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Acceptable	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)

جهاز الرقابة المدرسية في دبي  
Dubai Schools Inspection Bureau

	KG	Primary	Middle	High
Quality of students' learning skills	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)

## How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Good	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good are teaching and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
Assessment	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

[Read paragraph](#)

## How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

[Read paragraph](#)

## How well does the school protect and support students?

	KG	Primary	Middle	High
Health and Safety	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Quality of Support	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Unsatisfactory
Self-evaluation and improvement planning	Unsatisfactory
Parents and the community	Acceptable
Governance	Unsatisfactory
Management, including staffing, facilities and resources	Unsatisfactory

[Read paragraph](#)

## How good are the students' attainment and progress?

Attainment was acceptable in all subjects across the school. Whilst most students acquired a breadth of knowledge in Islamic Education, their understanding, skills and application were less well developed. Most primary students had adequate understanding of prayer and Muslim manners and knew short Surahs of Qur'an. Students in the middle and high school phases were aware of the benefits of congregational prayer and Zakah. However, their understanding of the meaning of Qur'anic verses and Hadeeths, and how to apply Islamic teachings to new contexts were limited. In Arabic as an additional language, primary students listened well and responded appropriately, especially in the girls' section where they could express their ideas satisfactorily. Reading and handwriting skills were at an acceptable level by the time students left school. However, older students' ability to orally express their ideas or to write independently was limited. In English, Kindergarten children had limited skills but could identify initial and final sounds in spoken words. Most primary and middle phase students could take part in short conversations and answer a range of specific questions; writing was very basic. Older students spoke more confidently and could write short pieces of text under instruction. Only a minority of older students had secure writing skills. In mathematics, there were strengths throughout the school in calculation and mental arithmetic. However, the practical application of mathematics was variable. Students had a solid knowledge of scientific facts but lacked skills in enquiry and investigation activity.

The majority of students' progress was acceptable. However, it was unsatisfactory in Arabic as a second language in the middle and high school phases, in English and mathematics in the Kindergarten and in mathematics and science in the primary phase.

In Islamic Education, most students made acceptable progress and gained an adequate understanding of prayers and Muslim manners. In Arabic as additional language, most students made unsatisfactory progress in Middle and High school after an acceptable start in Primary. In English, most children in Kindergarten learned initial and final sounds in spoken words but their speaking and vocabulary developed too slowly. Language skills did not increase appreciably in the primary phase though overall their progress was acceptable. Students in middle and high school became more confident in speech, for example discussing themes and major ideas in stories while drawing on personal experiences. In mathematics and science, students gained sufficient knowledge but did not develop effective problem solving or investigative skills, especially in the Kindergarten and primary phase.

## Quality of students' learning skills

Students' learning skills were unsatisfactory in the Kindergarten and primary phase, and acceptable in the middle and high school phases. Almost all students enjoyed school and had a positive attitude to learning. When given the opportunity, they took responsibility for their learning and were able to work for appropriate periods of time without direct teacher supervision. However, most students did not know how well they were doing and how to improve their work. Students enjoyed positive relationships with each other and, in the better lessons, when given the chance, they worked well together, learning from each other. Although there were some good examples of collaboration, the purpose and organisation of partnership and group work were not always clear to students. Consequently, they often lacked the skills to work together effectively. Only a few students made connections with learning in other areas of the curriculum and most did not relate their learning to real life.

[View judgements](#)

## How good is the students' personal and social development?

Students' personal responsibility was good in all phases. Most students possessed mature attitudes. Their behaviour was courteous and respectful, and they were considerate and helpful towards their classmates. They demonstrated self-reliance whenever possible. They were motivated to do well and a few could refer to individual goals. They understood how to live healthy lifestyles. Although they reported that they enjoyed school, liked their teachers and felt safe at school, attendance was unsatisfactory.

Students' understanding of Islamic values and their local, cultural and global awareness were good. Most students demonstrated clear understanding of the impact of the values of Islam on the world around them in Dubai. They respected and appreciated the heritage and culture of the UAE and sang the national anthem enthusiastically each day. They enjoyed National Day celebrations, especially in the Kindergarten. They were proud of their own heritage but had a limited understanding of the arts and literature of their own and other cultures.

Students' responsibility for the community and environment was acceptable. They participated in competitions with other schools but links with the wider community were scarce. Student council members and prefects monitored behaviour and helped to organise school events. Children in the Kindergarten showed adequate responsibility and, in other phases, most students demonstrated a strong work ethic. They had a basic knowledge of environmental issues in the UAE and the world. They collected cans, prepared some displays about the environment and conserved energy by turning off lights in unused classrooms.

[View judgements](#)

## How good are teaching and assessment?

The quality of teaching was unsatisfactory in the Kindergarten and primary phase, and acceptable in the middle and high school phases. Relationships between teachers and students were strong. In the better lessons, teachers knew their subjects well. However, their knowledge of how to teach and their understanding of how students learn were variable. Learning objectives identified in planning were too vague and not always conveyed to students. The range of activities planned to meet the needs of different groups of students and ensure their progress was limited. Textbook and worksheets were the predominant resources in the majority of lessons. In the less effective lessons, students' participation was limited to chanting answers to closed questions. In a limited number of lessons, and especially in the middle and high school phases, teaching strategies were aligned to the individual needs of students. A few opportunities were given for research and for students to complete projects at home. The development of critical thinking skills and enquiry-based learning was at an early stage of development.

The assessment of learning was unsatisfactory in all phases. Whilst there were systems in place to assess students' attainment through tests and examinations, there was no system for tracking their progress from one lesson to the next and over time. Teachers generally knew their students well but did not use assessment information in their planning. Although they asked questions in lessons to check factual knowledge, and sometimes understanding, their reliance on group answers meant they had no way of assessing the learning of individual students. Assessment data was not analysed by school leaders in any detail. Consequently, it had limited influence on curriculum development and on school improvement. Students' work was regularly checked but feedback did not provide constructive guidance on how to improve.

[View judgements](#)

## How well does the curriculum meet the educational needs of all students?

The curriculum was unsatisfactory in the Kindergarten, and primary and middle phases, and acceptable in the high school phase. The English National Curriculum had been officially adopted in the lower classes but was not being effectively implemented. The high school curriculum was secure, however. The curriculum outcomes were mostly dictated by textbooks. Transition arrangements for students starting school and moving between phases did not ensure that they were well prepared. This was especially the case for the least and most able students and in English and Arabic as additional language. In the Kindergarten, the curriculum provided too few opportunities for independent learning. It did not allow children to explore, play or discover. Investigative opportunities in science and mathematics were not fully developed in all phases. There was little cross-curricular linking, such as reinforcing English language skills in other subjects,

although there was more scope for older students. Enrichment of the curriculum through field trips and sports was inadequate. There were insufficient links with other schools and with the local community.

The quality of curriculum design to meet the individual needs of students was unsatisfactory in all phases. There were few stimulating learning opportunities to engage and challenge students fully, whatever their abilities. Students were given insufficient additional support to extend their subject specific vocabulary in science, mathematics and English. They had little or no access to technology in lessons to research, innovate or to engage in e-learning, nor was the curriculum designed to meet those needs. The curricular choices for older students were limited.

[View judgements](#)

## How well does the school protect and support students?

Arrangements for ensuring students' health and safety were unsatisfactory. The school had implemented policies and procedures to ensure safety on school buses. Effective supervision and traffic control measures provided safe arrival and departure for students and visitors. Relationships between all members of the school community had produced a caring environment which was free of bullying. School facilities were adequate for the existing population of students with disabilities. School clinic staff monitored students' health, treated minor accidents and ailments and kept appropriate records. However, the scope and frequency of health and safety checks were unsatisfactory. Consequently, the premises were not sufficiently hygienic and presented potential hazards. Emergency evacuation procedures were unsatisfactory and poorly implemented. Procedures and protocol for child protection did not exist in any formal format.

The quality of support for students was unsatisfactory. Relationships between staff and students were mostly positive; they were respectful of each other's roles and students' behaviour was good. There was a management system in place to oversee punctuality but attendance was overly reliant on class teachers who had to monitor that process. The system of recording and analysing attendance data was not rigorous enough. The school had no policy for the provision of special education needs. The identification of students with additional and special educational needs, and the monitoring of their progress in lessons, were unsatisfactory. Additional support for special needs students or learners of English as an additional language had not been prioritised. Guidance to students about their personal development was inconsistent. There were no arrangements in place for advising senior students on career or college choices although local universities had taken the initiative and visited the school.

[View judgements](#)

## How good are the leadership and management of the school?

The leadership of the school was unsatisfactory. The Principal and other school leaders were sincere, worked hard and acknowledged the need for improvement but lacked the vision and understanding required to create a high-performing school. Furthermore, they lacked the leadership skills and qualities to effect and sustain the necessary improvements in teaching and learning that would lead to accelerated progress in the short term and higher standards in the longer term. The recruitment and retention of high quality teachers were unsatisfactory.

The school's self-evaluation and improvement planning were unsatisfactory. Evidence to inform the self-evaluation process was gathered from a narrow range of sources and so judgements did not reflect the reality. Evaluations of teachers' planning and students' classroom experiences were cursory. Students' attainment and progress were not effectively evaluated. Self-evaluation did not provide valid, comprehensive and reliable analysis to identify appropriate areas for improvement. Consequently, improvement plans were neither strategic nor aspirational and could not be measured. The performance management arrangements were basic and did not support the identification of teachers' strengths and weaknesses nor their professional development needs.

The partnerships with parents and the community were acceptable. Parents were generally supportive of the school and most checked home-school diaries to monitor their children's behaviour and to confirm homework requirements. Reports to parents provided adequate information about students' achievements. Whilst parents felt able to approach the school with a problem or concern, the school did not proactively seek their opinions or suggestions regarding the school's effectiveness. A parents' committee was in place but its role was unclear and it had not met for some time. Students were involved in sporting competitions with other Pakistani schools and a few links existed with other organisations but these were insufficient to enhance students' learning.

Governance was unsatisfactory. The Board of Governors had been dissolved two years ago. Since then there had been no meeting. The remaining representative was trying to establish a new board. His understanding of school improvement was limited to allocating funding for improvements to the premises and for professional development for teachers in response to inspection recommendations. However, there was no effective evaluation of the impact of professional development on the quality of teaching and learning. The governor was not sufficiently involved in self-evaluation and did not understand the need to hold the school to account for its performance. The lack of resources was a barrier to improvement.

The management of the school, including staffing, facilities and resources, was unsatisfactory. The day-to-day operation of the school was generally effective. The majority of teachers were qualified to teach. Subject leaders had heavy workloads and insufficient time to support improvement. There were insufficient staff and resources to support students with additional learning needs. A few classrooms were overcrowded. Additional resources had been provided for information communication technology and Kindergarten children had access to an outdoor learning area. Generally, however, there were insufficient resources for experiential learning. The library stock and the facilities and resources for physical education were inadequate.

[View judgements](#)

## How well does the school provide for students with special educational needs?

The school's admissions policy welcomed a wide range of students of all abilities depending on the number of places available and their success in entrance examinations and interviews. A detailed policy on special education needs provision was not available. The school had identified 40 students with special education needs but there was no clear rationale as to how that list had been compiled. Children in the Kindergarten and students who were gifted and talented in other phases had not been included in the list. Additional support for students with special educational needs had not been timetabled or agreed by school leaders. Acceptable progress was demonstrated during classroom observations in Islamic Education and in some science lessons. In the other key subjects, no reliable data was kept by teachers and progress across all phases was unsatisfactory. Efforts to modify the curriculum were evident in some teachers' planning but rarely implemented. Resources to enhance the learning of students with additional needs were inadequate and support staff were limited to general assistants in the Kindergarten.

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	145	21%
	Last year	0	0%
Teachers	16		23%
Students	154		53%

\*The percentage of responses from parents is based on the number of families.

Most parents and students were generally satisfied with the quality of education provided by the school although a few suggested that the quality of teachers' spoken English was poor. Whilst most parents and students were pleased with progress in most subjects, they were less satisfied with progress in Arabic for second language learners. Most students felt safe in school but less safe when travelling on school transport. There were some concerns about bullying and a few suggested that some teachers used corporal punishment and abusive language. Most teachers indicated that inspection had led to some improvement even though it was difficult for the school to implement inspectors' recommendations. They suggested that students with additional learning needs should be taught in separate classes. However, they believed they were doing a good job in adapting the curriculum to meet the needs of all students. A significant minority indicated that assessment was not effective and that the school was not wellled.

## What happens next?

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

**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)

**Copyright © 2014**

This report is for internal use only and for the self-evaluation purposes of the school.

It should not be used for commercial purposes or in connection with a prospectus or advertisement.