

Progress Review Visit Report

**H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai
(English Lang)**

Report issued December 2014

Basic information

H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang) was inspected during the 2013-2014 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 in H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang) since the full inspection. This First Progress Review Visit evaluated the progress of the school in meeting the recommendations.

Progress

The school had not met all of the recommendations to an acceptable level. H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai will continue to be inspected by DSIB at regular intervals in accordance with the Progress Review cycle.

Overview

The school has not met the high expectations or ambitions of its students and parents. Although the principal and senior leaders often expressed their aim to improve the educational standards provided to students within the school, this had yet to be translated into a clear vision or plan on how to achieve it. Staff were demotivated. They lacked determination and capacity to take the steps to make the essential changes. The principal and the senior leadership team had not acted decisively to prioritise or address the key areas of weakness identified during the previous inspections, particularly those related to students' health, safety, attainment, progress as well as teaching, learning and assessment. Although attainment of English for the majority of children in Kindergarten (KG) was in line with the standards of the Pakistani curriculum, senior leaders were unaware of this and had not included KG in any of the formal school documents. For example, the self-evaluation document did not provide any judgements or commentary for this phase.

The school had taken a number of steps to improve the quality of the curriculum but at the time of the Progress Review Visit these had not had any impact on students' progress across the phases. The quality of teaching was poor across the school. Teachers had low expectations, lacked aspiration and ambition for their students.

Inspection 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.

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

Teachers across all phases, with the exception of Kindergarten, contributed towards the self-evaluation document. A lead coordinator took overall responsibility for bringing together individual subject reports. The final report was a poorly written document with many errors and omissions. It placed insufficient focus on the key areas for improvement. The commentary provided examples of resources with little or no impact on student outcomes. It did not differentiate between attainment and progress. The acquisition of the key learning skills needed by students was not fully addressed.

- Increase the rate of progress in all subjects for all groups in order to raise attainment.

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

Progress for a significant proportion of the school population across all key subjects and phases remained unsatisfactory. Against starting points and over time, a majority of students were making less than expected progress as measured against class learning objectives. In most classes there was too little challenge, with too few opportunities for skill development, application or reasoning. Learning environments seldom promoted curiosity, understanding or exploration. Teachers rarely incorporated cross-curricular links that would enable students to make useful connections between subjects and promote progress. International testing results such as the Test in Mathematics and Science Skills (TIMSS), Progress in International Student Assessment (PISA) and in the Pakistan Board of Education Secondary School Certificate and Higher Secondary Certificate, indicated a significant lack of progress. Attainment levels were consistently below international averages. Students with special educational needs did not make acceptable progress because of a lack of appropriate identification and instructional adaptation of the material.

- Improve the quality and consistency of teaching by ensuring teachers use assessment information and have high expectations of all students of all abilities.

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

The school had made no improvements in the quality and consistency of teaching or in the teachers' use of assessment information. Consequently, the progress that students of all abilities made, remained slow. Most teachers had low expectations for their students. In most lessons, teaching was mainly teacher-centred and did not engage students in meaningful or sufficiently challenging tasks. The school did not have internet access within the classrooms and the use of technology was not promoted as part of the teaching and learning process. Too many lessons lacked any practical activities or tasks. This disadvantaged all students but particularly those studying science. Opportunities to apply knowledge and understanding to real-life situations were entirely absent. Students' problem solving and inquiry strategies remained underdeveloped. Teachers lacked the knowledge of how to support students' learning as their feedback in almost all lessons was not constructive. Marking was limited to correcting work or signing notebooks; students were not given specific support or feedback to help them understand what they needed to do next to improve their performance.

- 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.

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

The curriculum for kindergarten children and primary and middle phase students had recently been reviewed. However, in all these phases it remained insufficiently focused on students' learning outcomes. Although changes in the Kindergarten had resulted in a positive start, the kindergarten curriculum did not reflect the holistic nature of children's learning. There were too few opportunities for children to develop physically, to learn independently, to find their own answers or develop their skills. In higher phases teachers did not regularly encourage their students to search for evidence. Rather, they acted as sources of knowledge. There were few examples of teachers linking concepts to real-life situations, events or other curricula and only a minimal amount of time was dedicated to the development of students' skills, independent learning, research, or thinking critically.

- Ensure procedures for providing a safe and healthy environment are adhered to by all and monitored for their effectiveness.

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

Procedures to provide a safe and healthy environment for students were not effectively monitored or adhered to by staff. Staff, particularly those who were new, lacked any understanding of child protection policies. Senior leaders and teachers had not protected students from the potential dangers of the internet and social media. The school did not conduct the required fire drills. The canopy in the boys' section was missing, which exposed students to extreme heat during physical education. However, during recess boys were retained in their classrooms to avoid playing in the heat. This denied them opportunities for appropriate exercise. Staff and prefects provided close supervision for students during school hours but students faced potential hazardous traffic situations during dismissal time. The bus service was adequate. Nurses provided useful sessions on healthy living for students. However, the canteen offered unhealthy food choices.

What happens next?

The school has not met all of the recommendations to an acceptable level. H. H. Shaikh Rashid Al Maktoum Pakistani School-Dubai (English Lang) will continue to be inspected by DSIB at regular intervals in accordance with the progress review visits cycle.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

How to contact us

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