

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

WEAK



INSPECTION REPORT

2017-2018

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

Celebrating
10 years of
inspections

H. H. SHAIKH RASHID AL MAKTOUM
PAKISTANI SCHOOL-DUBAI
(ENGLISH LANG)

PAKISTANI CURRICULUM

المعرفة
Knowledge

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School information

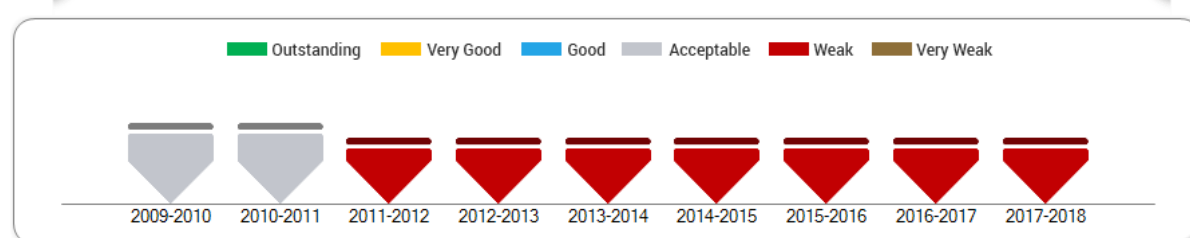
| General information | |
|----------------------------|----------------------------|
| Location | Al Qusais |
| Type of school | Private |
| Opening year of school | 1995 |
| Website | www.sramps.ae |
| Telephone | 04-298-8303 |
| Address | P.O. Box 26371 Al Qusais |
| Principal | Mr. Jamal Hassan (pro tem) |
| Principal - Date appointed | 9/10/2017 |
| Language of instruction | English |
| Inspection dates | 16 to 19 October 2017 |

| Teachers / Support staff | |
|---------------------------------------|----------|
| Number of teachers | 79 |
| Largest nationality group of teachers | Pakistan |
| Number of teaching assistants | 8 |
| Teacher-student ratio | 1:16 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 20% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 4 - 20 |
| Grades or year groups | KG 1- Grade 12 |
| Number of students on roll | 1289 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 0 |
| Number of students with SEND | 23 |
| 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 | IBT |

School Journey for H. H. Shaikh Rashid Al Maktoum Pakistani



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

H. H. Shaikh Rashid Al Maktoum Pakistani School was inspected by the DSIB from 16 to 19 October 2017. The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

There are some improvements in the school's outcomes since the previous inspection, including in; attainment in secondary science, assessments of learning in the upper phases, and the quality of support for students. The school's internal evaluations are inaccurate and plans to improve are not understood by all leaders. The quality of governance is weak. The facilities and resources for teaching and learning are of poor quality.

Students' achievement

Students' achievements are broadly acceptable in quality, with the exception of their attainment of the Arabic curriculum. Their learning skills are mostly acceptable, but weak in the primary grades. Most students are enthusiastic learners who do the tasks they are given and cooperate well. Their ability to think critically, conduct investigations and ask questions is generally underdeveloped. Only a few students demonstrate higher order thinking skills.

Students' personal and social development, and their innovation skills

The students' personal and social development is a strength of the school. Students are respectful of each other and their teachers. They demonstrate good understanding of the heritage and culture of the UAE and Pakistan. They fulfil leadership roles well, helping younger students and their peers. They conduct various activities to enrich the local community and help those less fortunate. They seldom innovate.

Teaching and assessment

The quality of teaching is acceptable more often than not, and about one in five lessons are weak. A majority of teachers make efficient use of time and resources to facilitate students' progress through the curriculum. In the best lessons, teachers ask questions that make students think for themselves. The quality of both teaching and the assessment of learning is lower in the primary grades.

Curriculum

The school successfully delivers the Pakistan curriculum and gives some students choices in their studies. The curriculum has a clear rationale and is somewhat broad, but not fully balanced. In the primary and middle phases, there are few options available. The creative and performing arts are available for KG children only. There are some modifications to the curriculum to meet the needs of different students.

The protection, care, guidance and support of students

Health and safety provision at the school is weak, except in the Kindergarten (KG). Although the procedures for bus transport are safe and well managed, there are too many safety risks for students in classrooms and outdoors. These have resulted in a pattern of injuries and illnesses. The quality of guidance and support for students with special educational needs and disabilities (SEND) has improved since the previous inspection.

What the school does best

- The students' personal and social development is good in all four phases.
- The older students' understanding of Islamic values and Emirati culture is good.
- The school has good links with parents and the local community.







Key recommendations

- Improve students' progress in learning Arabic by raising the teachers' expectations of them and developing teachers' knowledge of the appropriate expectations for each age group.
- Improve the quality of teaching, students' learning skills and the assessment of learning, especially in the primary grades.
- Urgently attend to risks to students' health and safety in the school and on the internet.
- Improve the quality of leadership so that all leaders work towards achieving common goals, based upon an accurate understanding of the current quality of the provision and outcomes at the school.
- Immediately improve the quality of the resources for teaching and learning and for supporting students with special educational needs and disabilities (SEND).

Overall School Performance

Weak

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 | Weak | Weak | Weak |
| | Progress | Not applicable | Weak | Weak | Weak |
| English  | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |
| Mathematics  | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |
| Science  | Attainment | Acceptable | Weak | Acceptable | Acceptable ↑ |
| | Progress | Acceptable | Weak | Acceptable | Acceptable |

| | KG | Primary | Middle | High |
|-----------------|------------|---------|------------|------------|
| Learning skills | Acceptable | Weak | 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 | Acceptable | Acceptable | Good | Good |
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Acceptable ↓ |

3. Teaching and assessment

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

4. Curriculum

| | KG | Primary | Middle | High |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation | Acceptable | 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 | Weak ↓ | Weak ↓ | Weak ↓ |
| Care and support | Acceptable ↑ | Acceptable ↑ | Acceptable ↑ | Acceptable ↑ |

6. Leadership and management

| | |
|---|--------|
| The effectiveness of leadership | Weak ↓ |
| School self-evaluation and improvement planning | Weak |
| Parents and the community | Good |
| 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 National Agenda Parameter:

- Students' attainment on the National Agenda Parameter (N.A.P.) Benchmark meets expectations in mathematics and is below expectations in English and science.
- The school does not fully meet the registration requirements for the National Agenda Parameter.
- The school's leaders recognise the importance of the N.A.P. but the action plan is generic and does not include specific strategies on how to prepare students to succeed in international benchmark assessments.
- External benchmark tests and their results are not well integrated with the school's assessment framework. The analysis of assessment information is not always accurate and has led to inaccurate knowledge of students' attainment.
- Although the school has identified weaknesses in the learning of different subjects, it is in the early stages of revising the curriculum in English, mathematics and science to take account of the requirements for international assessments.
- Teachers take part in external training on differentiated instruction, practical application, and communication skills. This is still at early stages and there is no measurable impact on students' outcomes.
- As students move up through the school they are beginning to develop critical thinking skills, but overall these are still underdeveloped.

Overall, the school's provision for achieving the National Agenda Parameter targets is not secure.

Moral Education

- The school has recently introduced the moral education programme (MEP). It is envisaged three 20 minute lessons are to be delivered in the "zero period" each week.
- The curriculum is being delivered by teachers and some use a range of pedagogical approaches, including scenario based learning. However, the MEP curriculum is not fully implemented.
- Students in some classes are encouraged to share their prior knowledge of moral education. They sometimes engage in dialogue about moral issues in collaboration with their teachers and their peers.
- Students' learning in the MEP is assessed informally. The school plan to include the outcomes of these assessments in the standard report card.

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

Social Studies

- Social studies is taught in three discrete 40 minute blocks. The teachers follow the requirements of the UAE social studies curriculum.
- In general, teachers demonstrate acceptable pedagogical skills and most have knowledge of the UAE social studies curriculum. Students carry out limited research using their textbooks or the additional reading materials provided by their teachers.
- Students sometimes work collaboratively and share their prior knowledge of topics during social studies lessons. Students' learning is not extended through challenging research projects.
- Assessments of learning are linked directly to the UAE social studies curriculum and the outcomes of the tests are shared with parents.

The implementation of the UAE social studies programme is underdeveloped


Innovation in Education

- Critical thinking or problem solving is not developed either in lessons or in extra-curricular activities. Few learning experiences are provided to enhance students' leadership opportunities or promote entrepreneurial skills.
- Students have a positive work ethic and endeavour to complete all tasks asked of them. Some participate in activities of social responsibility that are led by teachers.
- Teachers do not support students' capacity to develop innovative ideas or provide opportunities for them to apply such ideas in their lessons, projects and extra-curricular activities.
- The curriculum is not adapted to provide opportunities for innovative thinking.
- The school's leaders do not demonstrate a clear and accurate understanding of how to innovate at the school. There is no clear understanding of what innovation is.

The school's promotion of a culture of innovation is underdeveloped.

Main inspection report


1. Students' achievements

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

- The school's assessment data show that most students attain levels that are above the Ministry of Education (MoE) curriculum standards. However, class observations and samples of students' work demonstrate knowledge and understanding in line with the standards. The attainment of boys and girls is similar.
- In the primary grades, most students have age appropriate knowledge of the Pillars of Islam. In other grades, they have appropriate understanding of Seerah, Hadeeth and Islamic values and morals. However, in all phases, progress in developing recitation skills and understanding verses of the Holy Qur'an is slower.
- The majority of students across the school attain the expected levels in their knowledge, understanding and skills. They progress appropriately and can re-tell stories of some of the prophets of Allah.

For development


- Improve recitation skills in all phases.

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

- Internal assessment data presents an inflated view of students' attainment levels. Lesson observations and students' work in lessons show that students' knowledge and understanding are below the curriculum expectations in most Arabic language skills.
- Students' achievement in all three phases in speaking, reading, and writing is below the curriculum expectations. Students often answer questions in English. When using Arabic, they use one-word answers or very short sentences. Few students are able to write a very simple paragraph using familiar text.
- The lack of well-planned opportunities and low expectations by teachers hinders development of all Arabic language skills in all phases. There are too few opportunities to read in Arabic. As a result, students' achievement remains weak.

For development


- Provide frequent opportunities for students to apply and improve speaking, reading and writing skills in meaningful contexts, particularly in the middle and secondary phases.

| | | KG | Primary | Middle | High |
|--|------------|------------|------------|------------|------------|
| English  | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |

- Students acquire literacy skills in line with the curriculum standards and their progress is acceptable when measured against their starting points. In the primary grades, progress is slower. It is accelerated in middle and high grades, where students perform better in the Pakistan Federal Board examinations.
- In the Kindergarten, children's reading and independent writing skills are still emerging, but oral communication skills are stronger. Primary and middle grade students have acceptable reading skills, their writing is less strong. By the higher grades their creative writing and critical thinking skills are still not fully developed.
- High school students' writing is structured appropriately, their paragraphs are lengthy and sentences are clear and ordered. Skill-based learning from the Kindergarten onwards is contributing to some improvements and is increasing students' independence and collaborative learning.

For development


- Provide time for students to analyse and reflect and improve their linguistic skills.
- Increase opportunities for reading within and outside lessons.

| | | KG | Primary | Middle | High |
|--|------------|------------|------------|------------|------------|
| Mathematics  | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |

- In KG1, most children count reliably and recognise numbers from 1 to 10. In KG2, most can carry out simple operations with numbers up to 10. Students across all phases have sufficiently sound knowledge in solving routine problems and employing basic algorithms.
- Students' ability to reason, formulate and make assumptions when dealing with complex problems is not fully developed. Internal school assessments reflect acceptable attainment in the primary grades and weak attainment in the higher grades.
- Against international standards, students meet expectations in the IBT tests and are below expectations in the TIMSS and PISA assessments. Most students attain in line with the curriculum standards in Grade 10, but below standards in Grade 12 on their FBISE exams.

For development

- Identify the gaps in students' mathematical skills (such as reasoning, problem solving and investigation) and match tasks in lessons to their abilities.

| | | KG | Primary | Middle | High |
|--|------------|------------|---------|------------|-----------------|
| Science  | Attainment | Acceptable | Weak | Acceptable | Acceptable ↑ |
| | Progress | Acceptable | Weak | Acceptable | Acceptable |

- Students' attainment and progress in the middle and high phases, are stronger than at the primary level, where their rates of learning and achievement lag behind. In Grades 1 to 5, there is insufficient application of knowledge and little meaningful investigative work undertaken.
- In Federal Board examinations, students in biology demonstrate sound attainment and progress from Grade 10 to 12, but the results in physics and chemistry are uneven and do not provide evidence of progress from year to year.
- Although the high school students complete experiments in preparation for the Federal Board examinations and conduct lower level research, their ability to do these in a sophisticated way using technology is not evident.

For development

- Develop critical thinking, problem solving and other 21st century skills by providing more research opportunities and genuine laboratory experiences using modern technology.

| | KG | Primary | Middle | High |
|------------------------|------------|---------|------------|------------|
| Learning Skills | Acceptable | Weak | Acceptable | Acceptable |

- Students generally enjoy learning. They are keen to learn when lessons are well paced, interesting and the work they do is relevant and challenging. When given opportunities, they collaborate well and communicate confidently. This is more evident in the secondary phase and weakest in the primary phase.
- Secondary school students are focused and engaged in their lessons. In most subjects, students make some connections between current and prior learning. However, applying concepts and ideas across the subjects is not as strong
- Students do not use learning technology or conduct research individually or in groups. They are not provided with opportunities in lessons to develop initiative and take responsibility for directing their learning. Critical thinking and problem solving skills are underdeveloped.

For development

- Provide students with opportunities to develop their critical thinking, problem solving and innovation skills in lessons.

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

| | KG | Primary | Middle | High |
|-----------------------------|------|---------|--------|------|
| Personal development | Good | Good | Good | Good |

- Students have positive attitudes towards their work. They are respectful of their teachers, adults in the school and their peers. Student prefects play important roles in maintaining high standards of behaviour. Students respond well to their teachers' instructions and oral assessments.
- Awareness of what constitutes healthy lifestyles is increased and developed as students advance through the school. With increasing maturity, they make appropriate choices about what they eat and recognise the importance of regular exercise.
- Students are very punctual to lessons. Attendance rates are acceptable in the KG, but below expectations in the other phases.

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

- Awareness of Islamic values and students' own culture is strong across all school phases. They express good understanding of the main features of the UAE's culture particularly in the middle and high phases. Students' understanding of world-wide cultures is less developed, especially in the Kindergarten and primary phases.
- The strongest element in all phases is appreciation and respect for Islamic values and their impact upon modern life in Dubai. In addition students proudly talk about their own cultural heritage. There is only limited awareness of the diversity of cultures around the world.
- Improvements have been secured in students understanding of Emirati life. However, the deeper understanding and knowledge of world-wide cultures is less evident.

| | KG | Primary | Middle | High |
|--|------------|------------|------------|-----------------|
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Acceptable ↓ |

- Students are aware of their responsibilities in maintaining and improving the school. Recently established school committees plan extra-curricular activities to add benefit to students' learning as well as others in the wider community.
- Students have a determined approach and generally show a good work ethic. However, relatively few students have the opportunity to use their initiative and develop the necessary skills to complete innovative projects.
- Students have a developing awareness of their school environment and wider environmental issues. Only a small number of students participate in projects and activities to improve their school environment or engage in projects to promote conservation and sustainability in the school and the wider community.

For development

- Improve the rate of attendance so that it is good across all phases.

3. Teaching and assessment

| | KG | Primary | Middle | High |
|---------------------------------|------------|---------|------------|------------|
| Teaching for effective learning | Acceptable | Weak | Acceptable | Acceptable |

- Teachers are qualified and have appropriate subject knowledge, but too often lack the understanding of how students learn best. Opportunities for active learning are insufficient and students are often required to sit passively for long periods while teachers talk rather than involve them in learning.
- Most teachers understand the importance of developing critical thinking, problem solving and other 21st century skills, but too few know how to do this, particularly in the lower grades. Teachers of older students encourage reflection and independent thinking but this is in the early stages of implementation.
- Many teachers plan meaningful lessons with clear objectives linked to the curriculum, different levels of challenge, collaborative activities and an assessment. Implementation is more successful in the middle and high grades. Highly able students are not properly challenged in any phase.

| | KG | Primary | Middle | High |
|------------|------------|---------|-----------------|-----------------|
| Assessment | Acceptable | Weak | Acceptable ↑ | Acceptable ↑ |

- Internal assessment processes, both formative and summative, are linked to the school's curriculum standards. Assessment information is used to determine how well students are meeting the curriculum standards across all domains of each subject.
- A minority of teachers use different sets of data to identify students' achievement gaps. However, this practice is still infrequent and therefore ineffective. Self and peer assessment by students is stronger in the middle and high grades, enabling students to make informed decisions about their achievements.
- The school uses both formative and summative assessment data and is introducing a range of international assessments, but significant improvements to students' outcomes have not been achieved.

For development

- Provide opportunities for students to develop critical thinking, investigative and problem solving skills on a regular basis.
- Provide students with constructive assessments, both orally and written so they are clear about their next steps in learning.

4. Curriculum

| | KG | Primary | Middle | High |
|---|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |

- The curriculum is aligned to the national standards of Pakistan and provides adequate progression between phases. The school adapts the curriculum to local needs, but the main focus is on learning facts from textbooks. Currently, there is very little to promote innovation or collaborative learning.
- The FBISE programme provides older students with choices to pursue their aspirations. In the primary and middle phases, there are few options available. The creative and performing arts are available for Kindergarten children only. Cross-curricular links are not planned and links between subjects are incidental.
- The UAE social studies curriculum is integrated with the Pakistani curriculum. Reviews of the curriculum do not have sufficient depth, except in the Kindergarten where the curriculum implementation is stronger.

| | KG | Primary | Middle | High |
|------------------------------|------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |

- Curriculum modification is most successful when teachers have planned strategically to meet the social, emotional and academic needs of students with SEND.
- During lessons, students have few opportunities to engage in activities that promote their innovative or creative skills. Senior students have some productive links with local schools as part of debating and sports competitions.
- School assemblies promote some knowledge of Emirati culture, however, the deeper understanding and appreciation of the heritage of the UAE is limited across all phases.
- Arabic is taught in KG1 and KG2 for 40 minutes daily. The children learn the alphabet, simple words, numbers and colours.

For development

- Plan the curriculum more effectively to engage all students and enable them to develop artistic creativity and innovation skills.

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

| | KG | Primary | Middle | High |
|--|------------|---------|--------|--------|
| Health and safety, including arrangements for child protection / safeguarding | Acceptable | Weak ↓ | Weak ↓ | Weak ↓ |

- The procedures for the safeguarding, health and care of students are adequate in the Kindergarten, but weak in other phases. Staff members are not sufficiently aware of the many risks and hazards in the school. Appropriate actions to ensure students' safety have not been taken.
- Bus transport arrangements are much improved. Maintenance checks are not sufficiently rigorous and many potential risks go unreported. Some areas of the school are unsafe and not repaired appropriately.
- Students are not aware of online safety, cyber-bullying, 'grooming' and how to protect themselves online. The school's doctor and nursing staff contribute regularly to developing students' awareness of healthy life-styles and students are able to make informed choices.

| | KG | Primary | Middle | High |
|-------------------------|--------------|--------------|--------------|--------------|
| Care and support | Acceptable ↑ | Acceptable ↑ | Acceptable ↑ | Acceptable ↑ |

- Staff members have courteous relationships with the students and procedures for managing their behaviour are appropriate. Parents are aware of the school's expectations and support the school's leaders when addressing matters of concern.
- The school is effective in promoting acceptable levels of attendance and punctuality. Teachers monitor students' timekeeping and check absences in a sensitive manner. Appropriate systems are in place for contacting parents.
- Policies and procedures to identify students with SEND are improving. However, the support to increase students' progress and curriculum modifications are not fully effective. Personal support is provided by the SEND team to ensure the well-being of students.

For development

- Improve the support for students with SEND to enable them to increase their rate of progress in lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable 

- A well-qualified leader has been appointed and is successfully promoting a culture of inclusive provision.
- The school is developing appropriate measures to identify students with SEND and plans to meet their individual learning needs.
- The greater involvement of parents in planning for their children's education is having positive effects upon the academic and social outcomes.
- The quality of teacher support and curriculum modification is acceptable, but often inhibited due to insufficient resources to meet the specific needs of students.
- Students with SEND make acceptable progress during lessons and sometimes better during individual support sessions. Individual education plans lack the detail and precision required to support sustained social, emotional and academic progress.

For development

- Identify students' needs accurately and carefully plan interventions so that all students with SEND make the progress of which they are capable.

6. Leadership and management

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

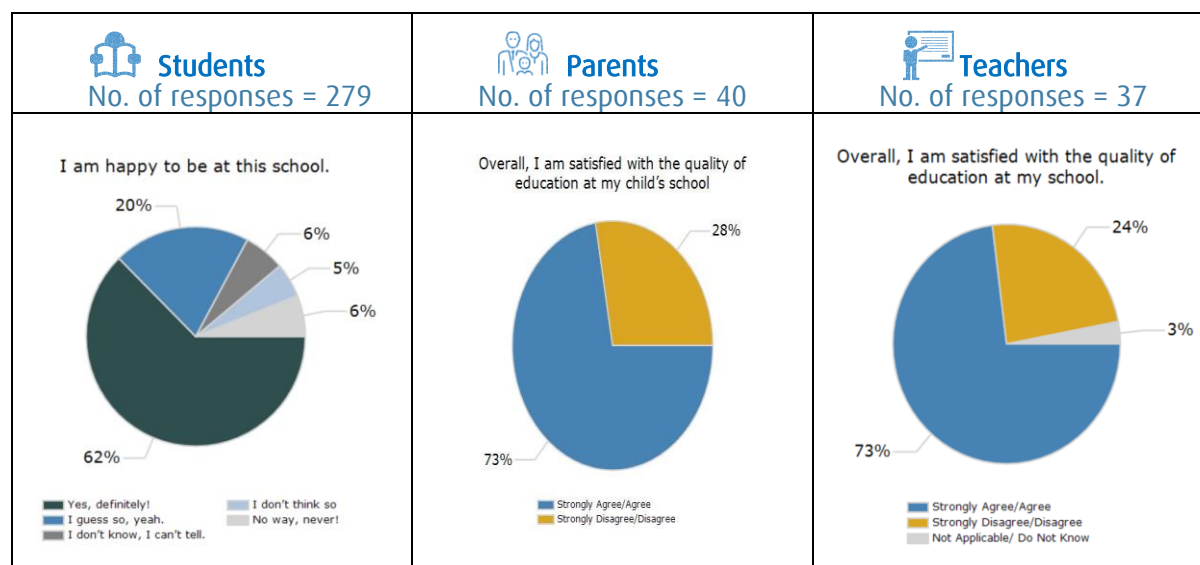
- The quality of leadership across the school is variable, and weak in some key areas. Not all leaders demonstrate proper understanding of the curriculum, teaching, learning and assessment. Relationships and communication across the leadership team enable the school to operate on a daily basis. Leaders respond well to external demands, but a clear, shared vision of the school's future is not established.
- Only some leaders understand the current quality of the school's provision and outcomes. The processes for self-evaluation lack the rigour required to produce an accurate written record of what is going well and what needs to improve. Leaders do not share a common understanding of the school's priorities for improvement. There has been limited progress on the recommendations from the 2016 inspection report.
- The school has a parents association. Parents feel valued in the school; their complaints are heard and they are well informed about their children through social media, report cards and the school's website. The school has links with the Pakistani Association, several universities and the Consulate of Pakistan. It has adequate links with other schools in the area and teachers and students benefit from these.
- The school's new owners have had little time to understand their roles. The governing body does not include representation from any other stakeholders. There is currently no procedure for holding the school's leaders to account. The influence of the governing body is minimal and it has yet to appoint a principal to lead the school to better outcomes.
- Changes in school management and the recent appointment of middle leaders have resulted in leaders who are not yet fully conversant in their roles. The daily running of the school is acceptable. The resources for learning are inadequate at all levels across the school. Opportunities for learning through practical activities are rarely possible due to shortages of resources. Most classrooms do not provide a stimulating learning environment.




For development

- The school's owners should provide facilities and resources necessary to support good teaching and learning in all subjects and grades.
- Improve the Kindergarten play area and provide proper shaded outdoor areas throughout the school.

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 | A significant number of senior students responded to their survey. They are positive in their opinions on most aspects, but more than a few disagree that they can get healthy food at the school and that teachers and leaders listen to them. |
|  Parents | A small number parents responded to their survey. Of these, there was a positive response, with the exception of the options available for students in the curriculum. |
|  Teachers | A significant number of teachers responded to their survey. They are positive in their opinions, but like the parents are less so about the range of options in the curriculum. |

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