



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Pakistan Educational Academy

Curriculum: Pakistani

Overall rating: Acceptable

Read more about the school



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‘Without challenges, we won’t feel the taste of success and happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



| | |
|-------------------------|----------------------------|
| Location | Umm Hurair |
| Type of school | Private |
| Opening year of school | 1968 |
| Website | www.pea.ae |
| Telephone | 04-337-0126 |
| Address | PO Box 621 |
| Principal | Muhammad Zahid Azeem Zahid |
| Language of instruction | English |
| Inspection dates | 19 to 22 October 2015 |

Students



| | |
|---|----------------------------|
| Gender of students | Boys and girls |
| Age range | 4-18 |
| Grades or year groups | Kindergarten 1 to Grade 12 |
| Number of students on roll | 1,651 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 0 |
| Number of students with special educational needs and disabilities (SEND) | 54 |
| Largest nationality group of students | Pakistani |

Teachers / Support staff



| | |
|---------------------------------------|-----------|
| Number of teachers | 154 |
| Largest nationality group of teachers | Pakistani |
| Number of teaching assistants | 14 |
| Teacher-student ratio | 1:11 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 13% |

Curriculum



| | |
|---------------------------------|---|
| Educational permit / Licence | Pakistani |
| Main curriculum | Pakistani |
| External tests and examinations | FBISE - Federal Board of Intermediate and Secondary Education |
| Accreditation | None |
| National Agenda benchmark tests | IBT |

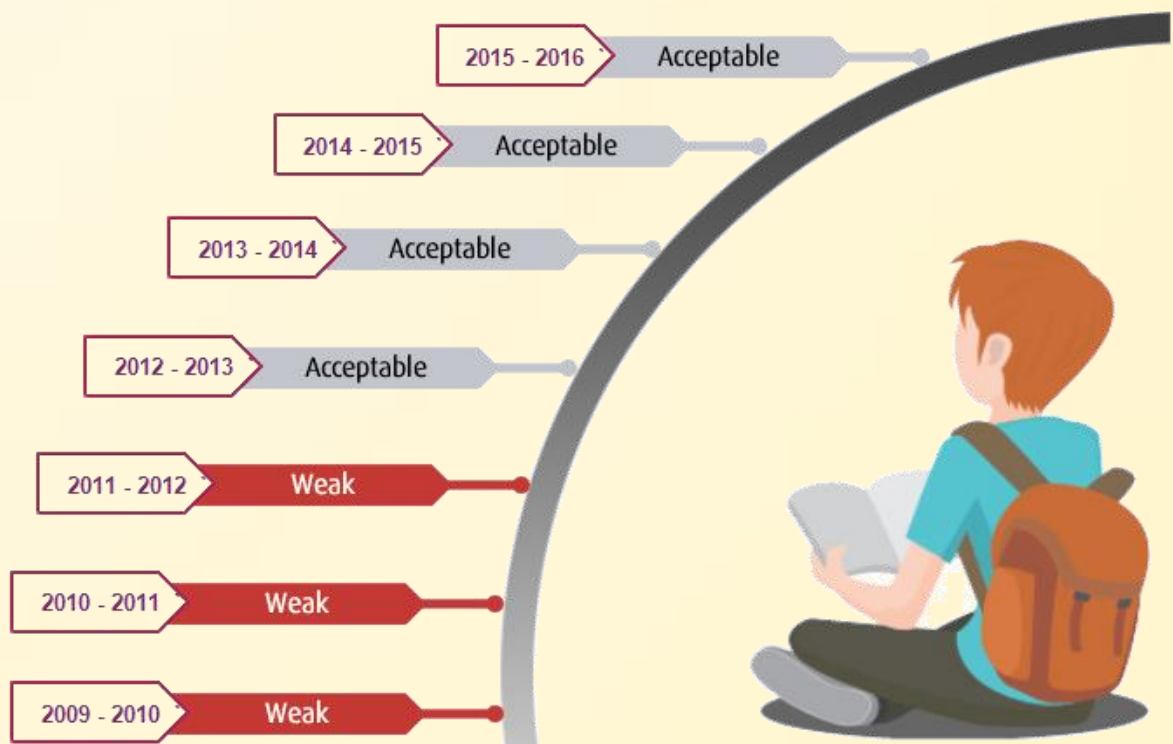


Summary for parents and the community

Pakistan Educational Academy was inspected by DSIB from 19 to 22 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, the Pakistan Education Academy provided an **acceptable** quality of education for its students.

- Students' attainment and progress were acceptable in almost all subjects and across phases, except in the kindergarten where attainment and progress in English was good and progress in mathematics was also good. While progress in Arabic had moved to an acceptable level in the high school, attainment was still weak. Critical thinking skills, and the use of learning technologies, were at early stages of development and implementation across the school. Students were enthusiastic about their learning but not always as responsive to challenges set by their teachers.
- Most students collaborated well when working in groups and were beginning to apply their knowledge to their lives and behaviours. Supported by strong relationships from the local Pakistani community, students had developed a good understanding of Islamic values, appreciated the culture of the UAE, and demonstrated a significant awareness of their own and other world cultures.
- Teaching was acceptable with teachers demonstrating secure subject knowledge. However, it did not routinely promote the interests and learning of students. Assessment strategies were not sufficiently robust to enable students to make good progress. Pakistan's Ministry of Education tests provided a reliable comparison of the school's performance against that of other schools in Pakistan. This information was beginning to be used to provide guidance to teachers and students about their next steps in learning.
- The school implemented the National Curriculum of Pakistan in a generally broad and balanced way. The curriculum was planned for progression and continuity. Cross-curricular links were highlighted in lesson plans but not always implemented effectively, so students did not necessarily make the connections in their learning between subjects. Community links were strong, although the school had yet to make full use of them.
- The school had put in place systems and services to protect the students' physical and emotional welfare while they were on the school premises, as well as travelling to and from school. Supportive relationships permeated throughout the school. Most students and their parents felt secure as a result of the quality of support and guidance offered.
- The recent appointment of a new principal, a restructured senior leadership team, and additional members of the governing body, provided an impetus for change. All were committed to improvement, essentially in students' progress through better assessment of teaching and learning set within a cycle of rigorous planning and accurate school self-evaluation. Improvement plans were in place and addressed key priorities, although these lacked specific timeframes and success criteria. Links with parents and the community were developing with some positive impact on students' personal and academic development.



What did the school do well?

- Students' attainment and progress in English in the kindergarten were good, progress in mathematics in the kindergarten was good and Arabic in the high school showed improved progress.
- The new principal, school leaders and governing body demonstrated commitment to provide improved educational opportunities and the attainment of higher standards for students in the school.
- Students' personal and social development was good across the school, including their understanding of Islamic values, Emirati and world cultures.
- Relationships between parents, the school and the local community were strong and the ethos supportive, especially within the Pakistani community of Dubai.



What does the school need to do next?

- Improve teaching so that it consistently matches the very best found in the school by:
 - using assessment data, aligned with international benchmarks, to inform lesson planning, teaching and curriculum modifications
 - broadening students' learning skills and increasing their abilities to investigate, think critically and work independently
 - providing high quality professional development and support for teachers and support staff, thereby holding them to account for improved students' outcomes
 - more closely monitoring the quality of teaching in relation to the progress students make in lessons.
- Ensure that leaders and governors:
 - provide more effective processes for monitoring and evaluating the school's work, so that senior and middle leaders have a comprehensive and accurate understanding of 'good' quality
 - refine the procedures for school self-evaluation so that there is a clear agenda for whole school development based on accurate analysis of the school's strengths and weaknesses.



How well did the school provide for students with special educational needs and disabilities?

- The governing body and the principal gave good support to the special education team to enable students with special educational needs and disabilities (SEND) to be enrolled in the school. The special education team had provided initial training for teachers to help them in their work with these students.
- Students with SEND were identified quickly using many useful tests and reports. The information on these reports was used to make study plans to help the students with their learning. Further development with these plans was an area the school had recognised as requiring immediate attention, in order for them to be more effective in meeting the needs of all identified students.
- Parents of students with SEND were welcomed into the school and were updated regularly on the progress of their children. The school planned to implement more regular training and advice sessions for parents, to enable them to be fully updated and support their children's work at home.
- The school often made changes to the curriculum in order to meet the specific needs of students with SEND. However, this was still at an early stage of effectiveness and the school recognised the need for further improvement.
- Students with SEND made acceptable progress in almost all subjects across the school. In the kindergarten, they made good progress in English and mathematics. A good rate of progress was also made in the social and emotional development of almost all students with SEND.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting the National Agenda targets.
- Governors, owners and the principal, promote awareness and understanding of the National Agenda and the National Agenda targets among a minority of stakeholders. Staff and students do not fully understand the scope and purpose of participating in international testing.
- Careful analysis in the key subjects had been used to identify weak areas that needed consolidation. There had been some additions to the curriculum. Most work had been carried using past test results and extra teaching in the run up to the IBT test. There had not been a systematic attempt to embed critical thinking, the use of data analysis or opportunities for research. Work in computer lessons contributed well to achieving the targets. Internal tests, however, still assessed recall rather than skills, and did not incorporate questions to test analysis or understanding.
- Teaching strategies were sometimes weak and the predominant use of closed questions addressed to whole classes did not challenge or develop understanding. Resources, for example tablets, were available but were not seen in use.
- Research by students appeared to be confined to homework. The school had invested in resources, but opportunities for students to use them were too restricted, therefore limiting students' progress in developing research skills.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.




Promoting a culture of innovation:

- The principal and governing body had articulated a clear understanding and vision of how to innovate and improve the school. They had begun to identify key people to enable the school to embed a culture of innovation. Structures and systems were being created to support this culture. The leaders were seeking to promote a culture of innovation through the creation of more inviting learning spaces. The business community was working with the governing body to identify ways to introduce innovative practice. School leaders had begun to work in groups to identify ways in which the curriculum might be adapted to support a culture of innovation.

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

| | KG | Primary | Middle | High |
|------------------------|------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable | Acceptable |

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

| | KG | Primary | Middle | High |
|---|------------|------------|------------|------------|
| Personal development | Good ↑ | Good ↑ | Acceptable | 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 | Acceptable | Acceptable | Acceptable | Acceptable |
| Assessment | Acceptable | Acceptable | 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 | Acceptable | Acceptable | Acceptable |
| Care and support | Good ↑ | Good ↑ | Acceptable | Good ↑ |

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

| KG | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Not applicable | Not applicable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Not applicable | Not applicable |
| English | Good ↑ | Good ↑ |
| Mathematics | Acceptable | Good ↑ |
| Science | Acceptable | Acceptable |

- Children's attainment and progress was good in English, with particular strengths in oral language and communication skills. The majority listened attentively to rhymes, poems and stories and could recall personal experiences in their own words. Children could successfully identify and blend consonant and vowel patterns. They were making good and improving progress with 'reading for meaning' and in writing simple sentences accurately. Different groups of students made similarly good progress.
- In mathematics, attainment was acceptable with good progress evident in Kindergarten 2. The correct use of mathematical language during oral and group work reflected their good levels of progress. Children performed simple addition tasks using a number line and demonstrated knowledge of patterns when links were made to real-life situations. Good progress was noted during topics such as counting, reading, and writing numerals, comparing and ordering of numbers. Good progress was made by different groups of students including those with SEND.
- Attainment and progress in science were acceptable. A thematic approach included studies on plant and animal life, the solar system and ourselves. However, few resources were available to enable children to explore and investigate science in a meaningful and tactile manner, so the majority of lessons were descriptive in nature. This limited attainment in science and the progress being made. Progress over time and by different groups was similar across the kindergarten.

Primary

| Subjects | Attainment | Progress |
|----------------------------------|----------------|----------------|
| Islamic education | Acceptable | Acceptable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable | Acceptable |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- In Islamic education, most students demonstrated acceptable levels of knowledge and understanding of the pillars of Islam, including prayer times, the importance of ablution, and the memorization of prayers. Levels of attainment were judged against curriculum standards. Students made acceptable rates of progress in understanding the Prophet's (PBUH) biography and knowledge of aspects of His life, and they were able to recite verses of the Holy Qur'an and short Surahs. Generally different groups of students made similar rates of progress.
- In Arabic as an additional language, most students attained levels in the four skills that were broadly in line with curriculum standards. Without national and international benchmark measures, most students were meeting general expectations in terms of attainment and progress. Students could converse in simple exchanges, mainly using previously learnt and recently rehearsed words. Their progress was steady in identifying and reading familiar words and adding new ones to their increasing vocabulary. However, their progress in developing writing skills was weaker than those in speaking and reading. Over time progress was acceptable.
- Listening and speaking skills in English were above curriculum and national expectations for the majority of students throughout the grades in primary phase. Students' reading was at the expected levels between Grades 1 and 3, but progress in reading, and reading with understanding, was much better in the upper primary years. Similar to Arabic, progress in English writing was weaker than the expected progress for most groups of students; over time it was less well developed than their reading, listening and speaking skills.
- In mathematics, students' attainment and progress were acceptable. For example, most students were able to identify different types of angles and use non-standard measures, and most made progress in identifying the fractions of a shape taken up by the shaded areas. The results of externally moderated tests confirmed acceptable attainment. Over time there was little variation in the rates of progress by different groups, but for students with SEND, progress was slower than for others.
- In science, most students attained levels in line with curriculum expectations, although their levels of performance and progress in lessons were significantly below the level reported by the school. Students made good progress in learning facts and could recall them well. They carried out practical work with confidence, for example, when deciding if materials were transparent or translucent. They made significantly less progress in developing the skills of enquiry and of working independently. The progress of different groups was similar.

Middle

| Subjects | Attainment | Progress |
|----------------------------------|----------------|----------------|
| Islamic education | Acceptable | Acceptable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Acceptable | Acceptable |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- Most students demonstrated clear understanding of Islamic concepts such as the Pillars of Islam and the Pillars of Faith, and could differentiate between prophets and messengers. Attainment levels were acceptable because most students' recitation and memorisation skills were in line with curriculum expectations. A majority of students could understand the etiquette involved in visiting the sick and the respect and manners to be displayed when visiting the mosque. They were making acceptable progress which was similar for different groups of students.
- In Arabic as an additional language, most students attained levels in listening, speaking, reading and writing skills that were in line with curriculum expectations. Without national and international benchmark measures, most students were meeting general expectations. They could talk in simple conversations, using a few previously learnt and recently rehearsed words. Their progress was acceptable as they added new words to their gradually increasing vocabulary. Progress in developing writing skills, as in the primary phase was weaker than those in speaking and reading. Over time progress was acceptable.
- In English, most students made good progress in conversational English, developed a wide vocabulary and their spoken English was often grammatically accurate. The written work of most students, particularly of that girls, was well structured and neatly presented, with accurate spelling and grammar. Opportunities for extended writing, especially creative writing, were too few and therefore good progress in writing was impeded. Progress overall in middle phase was acceptable in lessons and over time for most groups of students, including those with SEND. Externally moderated tests showed attainment and progress to be broadly as might be expected.
- In mathematics as in the other subjects in this phase, students' attainment and progress were acceptable. Externally moderated tests confirmed this. Most students were familiar with the features of three dimensional shapes, and were able to use geometry skills to find the mid-point of a straight line and to simplify some rational expressions. They had quite well developed and accurate skills of computation, but their attainment was limited when problem solving or application of mathematics were required. Most groups of students progressed similarly.
- In science, most students attained levels in line with curriculum expectations. Externally moderated assessments confirmed this. Students often used scientific vocabulary accurately and with confidence, and had good recall of knowledge in different situations. However, they were not challenged to think deeply enough about the underpinning scientific concepts nor were they encouraged to link topics to the real world. The skills of enquiry, investigating unfamiliar situations, analysis and evaluation were underdeveloped. Similar acceptable rates of progress were made by different groups of students.

High

| Subjects | Attainment | Progress |
|----------------------------------|----------------|----------------|
| Islamic education | Acceptable | Acceptable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Weak | Acceptable ↑ |
| English | Acceptable | Acceptable |
| Mathematics | Acceptable | Acceptable |
| Science | Acceptable | Acceptable |

- Most students had secure knowledge of Islamic etiquettes and were able to explain them. The majority of students could understand and discuss the influence of Islam on society, such as the clothing for men and women. Most students made better progress with their knowledge about the Prophet's life and could memorize the Hadeeth with understanding and meaning. However, their skills of recitation were underdeveloped.
- In Arabic as an additional language, students' attainment in reading and writing was below that expected in the curriculum. Though students had weak skills in reading and writing, their progress in speaking and listening was better. Most students made expected progress in relation to learning objectives of lessons in their recent work and over time.
- Most students attained levels in English that were in line with curriculum expectations. They were able to talk at length to a range of audiences and most made appropriate progress in reading. They could read fluently, with expression and good understanding. However, the structure, length and quality of their independent writing was not consistent, especially among the boys. On balance, attainment and progress in English was acceptable for the different groups of students in lessons and over time.
- In mathematics, students' attainment and progress were acceptable. For example, students knew how to calculate profit and loss, understood the relationship between angles formed across parallel lines, and showed competence with algebraic manipulation. Their progress in developing enquiry and analysis skills, however, was limited. External measures confirmed an acceptable level of attainment and progress for different groups of students, including those with SEND.
- In science, most girls, and a majority of boys, attained levels in line with curriculum expectations. They made better progress in acquiring factual knowledge than in developing skills of research and evaluation or applying knowledge to the real world. They confidently carried out calculations using trigonometric functions in physics and balanced equations well in chemistry. However, the skills needed to interpret information from new situations, as well as analyse and evaluate graphs and tables of data, were underdeveloped. Progress over time was broadly acceptable.

| | KG | Primary | Middle | High |
|-----------------|------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable | Acceptable |

- Students were keen to learn and showed enthusiasm for most aspects of learning. They could explain what they had learned but were not always able to describe how. In most lessons, they were attentive and happy to work for short periods without teacher support. There were too few opportunities for students to lead their own learning in class.

- Students enjoyed working in groups. In lessons, most were keen to learn from their peers and when given the opportunity to apply their learning in different ways. Group work was not always productive because dialogue between students was limited and not linked to a clear learning outcome. Students were not provided with sufficient opportunities to compare their answers and identify the next steps in their learning.
- In the good lessons, students were able to make connections with real life examples, particularly in mathematics. They benefitted from lessons that used cross-curricular links. Students from all phases were able to apply learning from science to the challenges facing the United Arab Emirates. However, students were mainly directed in their learning, which restricted research opportunities, particularly so in the high school.
- There were a few lessons when students thought critically, analysed and applied judgement based on their analysis. This shortcoming restricted the opportunities for students to accelerate their learning and resulted in a lack of challenge for the most able learners. The use of technologies to support learning was underdeveloped across the school.

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

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

- Most students had a strong sense of personal responsibility, self-reliance and positive attitudes toward learning. Most understood how to be responsible for themselves and their peers. However, they were not given sufficient opportunities to respond in a mature manner to critical feedback.
- Behaviour in almost all sections of the school was very good. Students were generally self-disciplined, showed courtesy, respect and consideration to each other and to adults. Most were developing their self-confidence to a good level.
- Relationships between students and the staff were considerate and respectful. The improvements seen in the kindergarten and primary sections were less pronounced in the middle school.
- Students showed good knowledge of how to stay healthy, including the value of exercise and of eating healthy foods. The changes to the food available in the canteen had enabled students to put their knowledge into practice.
- Student's attendance had improved recently but still remained weak. Punctuality was better, especially during morning arrivals and with students getting to lessons on time.

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

- Students' understanding of Islamic values and how they affect modern society in Dubai was still developing, generally at acceptable levels for most groups of students.
- Students' awareness of Emirati and world cultures was good across all phases of the school. Students showed a high level of appreciation of Emirati culture, celebrations, heritage and traditions.
- The majority of students had a strong awareness of their own culture and other cultures from around the world. Most were able to make connections and comparisons between them.

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

- Students enjoyed having responsibility in lessons and across the school. The student council provided opportunities for students to express their views, although they wanted to have more direct involvement with leaders to influence aspects of school life. Most students enjoyed the limited opportunities for involvement in the wider community that the school provided and encouraged.
- Most students worked diligently in lessons and were highly motivated to acquire new knowledge and skills. While students enjoyed new projects and activities when offered, few showed the confidence to initiate or be creative by developing projects of their own.
- Children in the kindergarten showed some awareness of environmental issues and made links between animals, plants and human activity. This awareness was more developed in the higher grades, especially in Grade 10, where students were keen to be active in conservation projects.

3. Teaching and assessment

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

- The quality of teaching across the school was inconsistent and therefore most students received generally acceptable provision, rather than the good standard seen in a minority of lessons. Teachers invariably had good subject knowledge, but often showed less understanding of how different groups of students learn. This led to learning that was not differentiated to suit the needs of all students.
- Teachers' planning helped secure the purposes of learning. In the best lessons, clear planning led to lessons which had an appropriately fast pace and clear purpose. The structured use of textbooks helped students to learn, but not as quickly as they could. Adapted resources were sometimes provided for students with SEND, but often the lack of well-chosen resources limited the opportunities for them to make good overall progress.

- Teachers' interactions with students secured their willingness to learn in most lessons. However, questions used by teachers did not always engage students in thinking or enquiry and, more often invited whole class answers. This limited challenge restricted opportunities for students to develop their own questioning and thinking skills, and prevented the expression of individual understanding.
- Students approached their work seriously and teachers had been successful in achieving a positive climate for learning, where students learn from each other. However, students still relied too heavily on adults. Teachers provided support and used strategies adequately to meet the needs of groups of students, but did not challenge individual students to accelerate their learning.
- In a small number of mathematics lessons, students were able to develop critical thinking skills and apply the results to solving real-life problems. In most other lessons, teachers did not provide opportunities for students to work independently or think divergently about problems.
- In Arabic, most teachers planned their lessons appropriately and had secure subject knowledge. However, teaching was often overly didactic, with questioning that was not appropriate for meeting the various needs of students. Most teachers used learning technologies to support their work, but they did not provide sufficient opportunities for students to work independently or develop the skills of research and enquiry.

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

- The new principal, following an audit of examination results, had instigated a sharper and more developed process for the setting of internal examinations and the measuring of examination data. The leadership team had also recognised that their next step was to encourage more rigorous analysis to enable improved progress by students in each class.
- Internal assessments were linked to school textbooks and there were few criteria for measuring against the curriculum and less against international standards. Only a minority of students participated in international benchmarking tests (IBT). The process of benchmarking students against international standards was an immediate area for further development in the school.
- Students' progress from term-to-term was measured by the results of internal tests and from teachers' assessment of their students' class work. In the kindergarten, and in some phases in mathematics, the analysis of data provided teachers with quality information about gaps in students' knowledge and skills. The process and procedures for analysis were not as evident in other subjects as they were in mathematics across the school.
- The use of assessment information to support learning and students' progress was strong in the kindergarten, but elsewhere it was inconsistent. In many lessons, tasks lacked challenge and did not deepen students' understanding, particularly for the higher attaining students. Although students consolidated their knowledge, they did not always make adequate progress.
- Teachers' limited knowledge of students' strengths and weaknesses, in most subjects and phases, resulted in only a minority of teachers providing support, modifying activities and providing appropriate time for students to achieve. The marking of students' work was inconsistent, as was their oral assessment in lessons. Teachers did not provide enough meaningful advice to help students understand what they needed to do to improve.

4. Curriculum

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

- The school implemented the National Curriculum of Pakistan in a generally broad and balanced way. Although often limited to textbooks and focused on knowledge acquisition, a few teachers reviewed the curriculum content and modified it to improve students' outcomes. In the kindergarten, the school had successfully implemented a modified version of the National Curriculum of England's *Early Years' Foundation Stage* programme to provide for the development of a broad range of skills, knowledge and understanding.
- The curriculum was planned for progression and continuity. Through the textbooks, topics were developed from simple to complex as the students progressed throughout the school.
- In the kindergarten, the curriculum was beginning to offer choices and opportunities for increased independent learning, but elsewhere curriculum choices were limited. Students in the high school had opportunities to choose from a range of subjects, although their choices were determined by their prior academic achievements.
- Cross-curricular links were highlighted in lesson plans but not always implemented effectively, so students did not always make the connections in their learning between subjects.
- Curriculum review and development were based on initial feedback from students, parents and teachers. However, the process of review had not been effective in improving academic outcomes, the quality of teaching and learning, or in meeting the personal development needs of most students.
- The social studies programme was based on the UAE Ministry of Education textbooks for non-Arabs and on the National Pakistan Curriculum. In the lower phases of the school, an integrated thematic approach was adopted to deliver the content of both curricula. Grade 9 students studied only the content of the UAE curriculum.

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

- The school's measures to meet the learning needs of all students were inadequate. However, there had been some improvements made to align the learning and curriculum content for students with SEND. In the kindergarten, improved planning had resulted in opportunities for students to engage in activities that promoted greater creativity and social development. Such practice was not replicated in other phases of the school.
- The school had appropriate enhancement and extra-curricular activities for students to engage in. Opportunities for enterprise and creativity were at early stages of development school-wide.
- Community links were strong, although the school had yet to make full use of them across the curriculum. Students' understanding of UAE and Islamic culture was a good feature of the school. Most students were aware of the unique opportunities of living in the UAE, and also maintained strong ties to the Pakistani culture and community.

- Arabic language lessons were provided for all KG 2 children at the school. The school assigned 80 minutes per week for learning Arabic.

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 |

- The school had responded well to the recommendations in the previous inspection report concerning child protection policies and procedures. Appropriate revisions had been made and suitable procedures were in place. Students had recently been taught about the dangers of cyber-bullying and given opportunities to discuss issues such as internet standards and what to do if they were bullied. Supervision of students was effective at all times.
- The school maintained a healthy and safe environment. Fire evacuation procedures were regularly monitored and reviewed. Checks of equipment were appropriate and security guards ensured safety at the gates. The school acknowledged the need, and had taken urgent action, to provide eye protection for students in practical science and to change its practice in relation to chemical spills and the storage of laboratory chemicals.
- The school was kept clean and safe. It had safe bus transportation procedures and students were well-supervised. School traffic was satisfactorily controlled.
- Most of the premises were suitable for learning and classroom facilities were of an acceptable standard. However, facilities for some specialist teaching areas were more limited. The kindergarten facilities were well-suited to the learning needs of young children.
- The school had started to take action to promote safe and healthy living across all phases of the school.

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

- The school's values underpinned the care and support offered to all students. Relationships between staff and students were generally courteous. There were improvements in relationships between staff and students, and student behaviour, especially in the kindergarten and primary, but these were less evident in the middle phase of the school. Policies to manage behaviour were applied across the school and students were aware of the consequences of any lapses in their behaviour.
- The school had identified the need to reduce absences and, with this aim, had recently introduced a systematic plan to record attendance. The approach was well-structured with daily and weekly analyses at the class and section levels.
- The school had established thorough procedures to identify students with SEND, through screening at admission, compiling records of teacher observations, and the use of appropriate tests. The identification of students who were gifted and talented was still developing.

- The school provided appropriate support for the majority of students with SEND. This was achieved through curriculum modification, guidance to teachers, and planned withdrawal sessions. Suitable systems were being established to support those students who were gifted and talented.
- Teachers and section leaders knew their students well and supported them in acquiring and developing social skills. The newly-formed careers' guidance team provided students from Grade 10 onwards with a broad range of information about options for university and careers linked to their strengths and interests.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- A committed special education needs coordinator was assisted by a qualified team and supported by senior leaders in the implementation of inclusive policies. The effect of this strategy was evident in almost all aspects of the school. The specialist team provided training, support and guidance, as well as challenge to all involved. However, there was need for further training for teachers to ensure that strategies proposed in the SEND policy were better understood and becoming further embedded in practice in the classrooms.
- Identification by the SEND team consisted of a wide range of assessment strategies. This information was increasingly being used to inform the design of personalised interventions and enrichment packages. However, the school had not yet developed systems to ensure that interventions were appropriately graduated to meet the requirements of students with profound needs.
- Parents of students with SEND benefitted from close links with the school and were regularly informed of their children's progress. Ease of access to the special education coordinator and her team supported effective oral and written communication. Training and further support for parents had commenced, although the school recognised that this was still an area for further development.
- Curriculum modification in the classroom was mostly effective and aligned to the needs of students. However, not all curriculum modifications supported the development of independent learning, which resulted in some students having limited involvement and opportunities for active learning. Support was well planned to meet students' social needs. They were encouraged to become involved in all school activities and were competently assisted in these activities by their peers.
- Most students with SEND made good progress with their personal and social development. Academic progress was acceptable across all subjects, except in the kindergarten, where it was good in English and in mathematics. The tracking of progress was being developed further, to accommodate the targets set in each students' individual education plan and to take account of appropriate academic milestones.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The new principal, recently developed senior leadership team, and members of the governing body formed an effective strategic team. However, further clarity with delegated lines of responsibility was required to ensure maximum success. Together they had redefined the school's mission and vision, which had been shared with the staff, parents and students.
- Most leaders demonstrated secure knowledge of the curriculum, a commitment to raising students' achievements, and to developing an inclusive school. They also shared a firm commitment that their immediate priority for the success would be to improve the quality of teaching and learning across the school. They worked to meet the needs of all learners and raise academic outcomes for all students.
- Relationships and communication among all leaders were professional. However, the principal had recognised that an immediate priority was to establish a more defined communication plan, with delineated roles and responsibilities to ensure clarity and progress.
- Senior leaders demonstrated strong capacity to secure improvement and some other leaders similarly demonstrated the capacity to devise practical strategies for further improvement in their respective areas.
- Since the previous inspection there had been improvement in students' achievement in English and mathematics in the kindergarten, and in students' progress in Arabic in the high school. However, leaders had yet to address the inconsistencies in teaching and learning, and in students' achievement in all subjects across most phases of the school.

School self-evaluation and improvement planning

Acceptable

- Senior leaders, the governing body and parents had been involved in the process of school self-evaluation. The quality and analysis of academic data was varied and did not provide enough accurate information to support improvement planning or to sustain quality teaching and improved student achievement. Consequently, not all school leaders had a fully realistic view of the school's strengths or the key priorities for development.
- Performance management arrangements were in place but they did not sufficiently inform professional development or improvements for students. Information had yet to be used by the principal and leadership team to give leaders a clear indication of where to direct the school's energies.
- Information for school self-evaluation was gathered from a range of sources, including parental surveys and staff reviews, but systematic processes for identifying all key areas for improvement was still weak. As a result, the school's self-evaluation documentation lacked evaluative analysis in many areas.
- The school improvement plan had relevant targets based on last year's inspection of the school, but it was not sharply focused on all the areas that needed improvement. It did not show an effective use of internal and external data that was strongly linked to improved student outcomes. There had been some improvement made to address a few of the previous year's inspection recommendations, notably health and safety within the school.




| Partnerships with parents and the community | Acceptable |
|---|------------|
| <ul style="list-style-type: none"> Parents and other community stakeholders had an acceptable level of involvement within the school. Parents were knowledgeable about their children's school and why it suited them well. They made their views known to the school through a variety of means such as surveys and meeting with the Parents' Council, which had developed significantly in the short time since the arrival of the new principal. There was effective two-way communication between homes and the school, which kept parents informed and engaged with the school. Better links than previously via the website and through SMS were in place. Reporting on students' progress was regular, with written reports and grade sheets, as well as parent-teacher conferences. However, reports did not always emphasise the next steps in learning for each student. Most, but not all parents were satisfied with these arrangements. The school had a number of productive links with the local community, including businesses, as well as links with other Pakistani Schools in Dubai and in Abu Dhabi. The school also used the Pakistani Association of Dubai, as well as its former students, to support work within the school. The new principal brought experience, as well as extensive links with Pakistan and other countries, which he had begun to use to enhance the further development of the school. | |

| Governance | Acceptable |
|---|------------|
| <ul style="list-style-type: none"> The committed governing body worked in close co-operation with the principal and senior leaders to provide support and direction for the school. The governing body had broadened its representation by including members with relevant expertise, although it had yet to include parental representation. Regular board meetings and prompt responses to the views of all stakeholders helped to support all leaders in their journey of change for the school. The governing body had been briefed over recent years on student performance, but data had not always been accurate enough to inform further strategic decision-making. As a result, the governing body's involvement in setting the school's priorities was limited, as was its influence on school performance. However, the governors recognised their responsibility and were fully committed to making the necessary improvements to support the further development of the school. | |

| Management, staffing, facilities and resources | Acceptable |
|---|------------|
| <ul style="list-style-type: none"> Despite several leadership changes in the recent past, the school's day-to-day management was well organised to optimise the student experience. However, timetabling of lessons still presented challenges across the different phases, except for the kindergarten. The majority of staff members had appropriate subject qualifications but not all had teaching qualifications. The principal had recognised this deficit and had put in place training for the kindergarten teachers and assistants to gain Cache Level 3 certification, as well as a programme of professional development for teachers. Almost all staff members were deployed appropriately for their expertise and experience, including the learning support teachers. The premises and facilities provided a clean environment for learning. There was a range of facilities for learning, with covered playing areas and a small sports area. The library, however, was cramped and did not fully support the reading interests of students. Limited science laboratory resources and access for students wishing to use existing laboratories were challenges the school faced. There was an appropriate range of resources and materials for teaching and most, but not all, were matched to the learning needs of students. The use of learning technology by students in most subjects was weak. | |

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

| Responses to the surveys | | |
|--|-----------|-----|
| Responses received | Number | |
| Parents*  | 2015-2016 | 113 |
| | 2014-2015 | 189 |
| Teachers  | 49 | |
| Students  | 466 | |

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

- A minority of parents and teachers responded to their surveys.
- Almost all parents who responded were very positive about the school. They felt that their children enjoyed being at school and most were satisfied with the quality of education offered and the support they received.
- A few parents were not completely satisfied with their children's progress in Islamic Education, Arabic, English, mathematics and science.
- A few students expressed concerns about the quality of teaching in Arabic and mathematics lessons in the higher grades.
- Almost all parents were very satisfied with the school's new leaders and most felt that they listened to their views and concerns.
- A small minority of parents expressed concerns about fee levels, payment arrangements and safety on school buses.
- While the majority were positive about the range of subjects offered in the curriculum and extra-curricular activities, a significant minority expressed concerns about these.
- Although the large majority of parents were satisfied that the range of resources, including technology, was appropriate, a significant minority were dissatisfied.
- A large majority of the responses by students and teachers indicated the desire for greater involvement in the community, environmental and conservation projects and activities.

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